

CALIFORNIA HEALTHY KIDS SURVEY



Plaza Elementary Secondary 2023-2024 Main Report

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Contents

	Page
List of Tables	II
PREFACE	VII
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	13
5. Remote Schooling	14
6. School Performance, Engagement, and Supports	16
7. Social and Emotional Health	32
8. School Violence, Victimization, and Safety	37
9. Alcohol and Other Drug Use	44
10. Tobacco Use	54
11. Other Health Risks	63
12. Race/Ethnicity Breakdowns	64
13. Gender Breakdowns	80
14. Parental Education Breakdowns	90
15. English Learner Breakdowns	101
16. Long-Term English Learner (LTEL) Breakdowns	109
17. Special Education Breakdowns	117
18. Living Situation Breakdowns	127
Appendix I	137
Appendix II	138

List of Tables

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

A6.6	High Expectations Scale Questions	20
A6.7	Meaningful Participation Scale Questions	21
A6.8	School Connectedness Scale Questions	22
A6.8	School Connectedness Scale Questions – Continued	23
A6.9	Academic Motivation Scale Questions	24
A6.10	Maintaining Focus on Schoolwork	25
A6.11	School Boredom and Value of School	26
A6.12A	School Boredom Profile Groups - 6th Grade	27
A6.12B	School Boredom Profile Groups - 7th Grade	28
A6.12C	School Boredom Profile Groups - 8th Grade	29
A6.13	Promotion of Parental Involvement Scale Questions	30
A6.14	Checking Student Progress	31
A6.15	Quality of School Physical Environment	31
7.	Social and Emotional Health	32
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	32
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	32
A7.3	Optimism Scale Questions	33
A7.4	Life Satisfaction Scale Questions	34
A7.4	Life Satisfaction Scale Questions – Continued	35
A7.5	Social Emotional Distress Scale Questions	36
8.	School Violence, Victimization, and Safety	37
A8.1	Perceived Safety at School	37
A8.2	Reasons for Harassment, Past 12 Months	38
A8.2	Reasons for Harassment, Past 12 Months – Continued	39
A8.3	School Violence Victimization Scale Questions	40
A8.3	School Violence Victimization Scale Questions – Continued	41
A8.4	School Violence Perpetration Scale Questions	42
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	43
A8.6	Weapons Possession on School Property, Past 12 Months	43
9.	Alcohol and Other Drug Use	44
A9.1	Summary Measures of Level of AOD Use and Perceptions	44
A9.2	Summary of AOD Lifetime Use	45
A9.3	Lifetime AOD Use	46
A9.4	Methods of Marijuana Consumption	47
A9.5	Current AOD Use, Past 30 Days	48
A9.6	Frequency of Current AOD Use, Past 30 Days	49
A9.7	Lifetime Drunk or “High”	50
A9.8	Current AOD Use on School Property, Past 30 Days	51
A9.9	Lifetime Drunk or “High” on School Property	51
A9.10	Perceived Harm of AOD Use	52
A9.11	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	53
10.	Tobacco Use	54
A10.1	Summary of Key CHKS Tobacco Indicators	54
A10.2	Lifetime Tobacco Use	55

A10.3	Substances Ever Vaped	56
A10.4	Any Current Use and Daily Use	57
A10.5	Substances Vaped, Past 30 Days	58
A10.6	Current Tobacco Use, Past 30 Days	59
A10.7	Current Smoking on School Property, Past 30 Days	59
A10.8	Secondhand Smoke on School Property, Past 30 Days	60
A10.9	Perceived Harm of Cigarette Smoking	61
A10.10	Perceived Harm of Using Vape Products	61
A10.11	Perceived Difficulty of Obtaining Cigarettes and Vape Products	62
A10.12	School Bans Tobacco Use and Vaping	62
11.	Other Health Risks	63
A11.1	Alone After School	63
A11.2	Gang Involvement	63
12.	Race/Ethnicity Breakdowns	64
A12.1	School Engagement and Supports by Race/Ethnicity	64
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	65
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	66
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	67
A12.2	School Safety by Race/Ethnicity	68
A12.2	School Safety by Race/Ethnicity – Continued	69
A12.2	School Safety by Race/Ethnicity – Continued	70
A12.3	Cyberbullying by Race/Ethnicity	70
A12.4	Substance Use by Race/Ethnicity	71
A12.4	Substance Use by Race/Ethnicity – Continued	72
A12.4	Substance Use by Race/Ethnicity – Continued	73
A12.4	Substance Use by Race/Ethnicity – Continued	74
A12.5	Routines by Race/Ethnicity	75
A12.6	Remote Schooling by Race/Ethnicity	76
A12.6	Remote Schooling by Race/Ethnicity – Continued	77
A12.7	Social and Emotional Health by Race/Ethnicity	78
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	79
13.	Gender Breakdowns	80
A13.1	School Engagement and Supports by Gender	80
A13.1	School Engagement and Supports by Gender – Continued	81
A13.1	School Engagement and Supports by Gender – Continued	82
A13.2	School Safety by Gender	83
A13.2	School Safety by Gender – Continued	84
A13.3	Cyberbullying by Gender	84
A13.4	Substance Use by Gender	85
A13.4	Substance Use by Gender – Continued	86
A13.5	Routines by Gender	87
A13.6	Remote Schooling by Gender	88
A13.7	Social and Emotional Health by Gender	89
14.	Parental Education Breakdowns	90

A14.1	School Engagement and Supports by Parental Education	90
A14.1	School Engagement and Supports by Parental Education – Continued	91
A14.1	School Engagement and Supports by Parental Education – Continued	92
A14.2	School Safety by Parental Education	93
A14.2	School Safety by Parental Education – Continued	94
A14.3	Cyberbullying by Parental Education	94
A14.4	Substance Use by Parental Education	95
A14.4	Substance Use by Parental Education – Continued	96
A14.4	Substance Use by Parental Education – Continued	97
A14.5	Routines by Parental Education	98
A14.6	Remote Schooling by Parental Education	99
A14.7	Social and Emotional Health by Parental Education	100
15.	English Learner Breakdowns	101
A15.1	School Engagement and Supports by English Learner Status	101
A15.1	School Engagement and Supports by English Learner Status – Continued	102
A15.2	School Safety by English Learner Status	103
A15.3	Cyberbullying by English Learner Status	104
A15.4	Substance Use by English Learner Status	104
A15.4	Substance Use by English Learner Status – Continued	105
A15.5	Routines by English Learner Status	106
A15.6	Remote Schooling by English Learner Status	107
A15.7	Social and Emotional Health by English Learner Status	108
16.	Long-Term English Learner (LTEL) Breakdowns	109
A16.1	School Engagement and Supports by English Learner (EL) Program Duration	109
A16.1	School Engagement and Supports by English Learner Program Duration – Continued	110
A16.2	School Safety by English Learner (EL) Program Duration	111
A16.3	Cyberbullying by English Learner (EL) Program Duration	112
A16.4	Substance Use by English Learner (EL) Program Duration	112
A16.4	Substance Use by English Learner (EL) Program Duration – Continued	113
A16.5	Routines by English Learner (EL) Program Duration	114
A16.6	Remote Schooling by English Learner (EL) Program Duration	115
A16.7	Social and Emotional Health by English Learner (EL) Program Duration	116
17.	Special Education Breakdowns	117
A17.1	School Engagement and Supports by Individualized Education Plan (IEP) Placement	117
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	118
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	119
A17.2	School Safety by Individualized Education Plan (IEP) Placement	120
A17.2	School Safety by Individualized Education Plan (IEP) Placement – Continued	121
A17.3	Cyberbullying by Individualized Education Plan (IEP) Placement	121
A17.4	Substance Use by Individualized Education Plan (IEP) Placement	122
A17.4	Substance Use by Individualized Education Plan (IEP) Placement – Continued	123
A17.5	Routines by Individualized Education Plan (IEP) Placement	124
A17.6	Remote Schooling by Individualized Education Plan (IEP) Placement	125
A17.7	Social and Emotional Health by Individualized Education Plan (IEP) Placement	126

18. Living Situation Breakdowns	127
A18.1 School Engagement and Supports by Living Situation	127
A18.1 School Engagement and Supports by Living Situation – Continued	128
A18.1 School Engagement and Supports by Living Situation – Continued	129
A18.2 School Safety by Living Situation	130
A18.2 School Safety by Living Situation – Continued	131
A18.3 Cyberbullying by Living Situation	131
A18.4 Substance Use by Living Situation	132
A18.4 Substance Use by Living Situation – Continued	133
A18.5 Routines by Living Situation	134
A18.6 Remote Schooling by Living Situation	135
A18.7 Social and Emotional Health by Living Situation	136
Appendix I	137
Appendix II	138

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 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	21	22	17
Final number	14	13	17
Response Rate	67%	59%	100%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	14	13	17
Remote learning only	0	0	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness ^{†#} (<i>In-School Only</i>)	80	67	55	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)				A6.4
Academic motivation [†]	82	62	56	A6.4
School is really boring [±]	14	38	47	A6.11
School is worthless and a waste of time [±]	0	8	18	A6.11
Monthly Absences (3 or more)	7	15	12	A6.2
Maintaining focus on schoolwork ^{†Γ}	43	54	24	A6.10
Caring adult relationships [‡]	69	59	65	A6.4
High expectations [‡]	88	69	78	A6.4
Meaningful participation [‡]	33	37	33	A6.4
Facilities upkeep ^{†Φ}	64	38	41	A6.15
Promotion of parental involvement in school [†]	79	51	57	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe ^Φ	79	69	59	A8.1
Experienced any harassment or bullying [§]	29	46	88	A8.2
Had mean rumors or lies spread about you [§]	43	31	44	A8.3
Been afraid of being beaten up ^{§Φ}	14	15	19	A8.3
Been in a physical fight ^{§Φ}	0	8	31	A8.4
Seen a weapon on campus ^{§Φ}	0	8	13	A8.6
Cyberbullying [§]	29	15	50	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 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use [¶]	7	8	6	A9.5
Current tobacco use [¶]	7	0	0	A10.6
Current marijuana use [¶]	0	0	6	A9.5
Current binge drinking [¶]	0	0	0	A9.5
Very drunk or “high” 7 or more times, ever	0	0	0	A9.7
Been drunk or “high” on drugs at school, ever	0	0	0	A9.9
Current cigarette smoking [¶]	0	0	0	A10.4
Current use of vape products [¶]	7	0	6	A10.4
Current tobacco vaping [¶]	7	0	0	A10.5
Current marijuana vaping [¶]	0	0	6	A10.5
Routines				
Eating of breakfast	71	83	56	A4.1
Bedtime (at 12 am or later)	0	0	12	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 [‡]	16	20	15	A7.5
Experienced chronic sadness/hopelessness [§]	29	31	19	A7.1
Considered suicide [§]	14	31	6	A7.2
Optimism [‡]	67	64	56	A7.3
Life satisfaction [⊖]	71	54	73	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 6 %	Grade 7 %	Grade 8 %
In-School Model	100	100	100
Remote Learning Model	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 6 %	Grade 7 %	Grade 8 %
Male	36	38	65
Female	64	62	35
Nonbinary	0	0	0
Something else	0	0	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 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	86	69	93
Lesbian or Gay	0	0	0
Bisexual	14	15	0
Something else	0	8	0
Not sure	0	8	0
Decline to respond	0	0	7

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	86	92	94
Yes, I am transgender	0	0	0
I am not sure if I am transgender	7	8	0
Decline to respond	7	0	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 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	7	0	6
Asian or Asian American, non-Hispanic	0	0	0
Black or African American, non-Hispanic	0	0	0
Hispanic or Latinx	43	23	41
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0
White, non-Hispanic	29	46	47
Multiracial, non-Hispanic	7	15	0
Something else, non-Hispanic	14	15	6

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 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	100	92	88
Other relative's home	0	8	6
A home with more than one family	0	0	6
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	0	0	0

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

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

Table A3.7
Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Home with one or more parent or guardian	100	92	88
Foster home	0	0	0
Homeless	0	0	0
Other living arrangement	0	8	12

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

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

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

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

Table A3.8
Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	21	0	6
Graduated from high school	7	8	19
Attended college but did not complete four-year degree	14	8	6
Graduated from college	21	62	31
Don’t know	36	23	38

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No	64	77	65
Yes	14	23	0
Don't know	21	0	35
Prefer not to say	0	0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No	50	69	59
Yes	21	0	6
Don't know	29	31	35

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Not currently in English Learner Program	70		100
Less than 7 years (EL)	10		0
7 years or more (LTEL)	20		0

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

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

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

Table A3.12
Language Spoken at Home

	Grade 6 %	Grade 7 %	Grade 8 %
English	64	85	76
Spanish	36	15	24
Mandarin	0	0	0
Cantonese	0	0	0
Taiwanese	0	0	0
Tagalog	0	0	0
Vietnamese	0	0	0
Korean	0	0	0
Arabic	0	0	0
Other	0	0	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 6 %	Grade 7 %	Grade 8 %
<i>How well do you...</i>			
understand English?			
Very well			
Well			
Not well			
Not at all			
speak English?			
Very well			
Well			
Not well			
Not at all			
read English?			
Very well			
Well			
Not well			
Not at all			
write English?			
Very well			
Well			
Not well			
Not at all			
<i>English Language Proficiency Status</i>			
Proficient			
Not proficient			

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 6 %	Grade 7 %	Grade 8 %
I do not attend my school’s afterschool program	7	31	35
1 day	0	0	0
2 days	7	8	0
3 days	0	0	6
4 days	14	8	12
5 days	71	54	47

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No	100	100	100
Yes	0	0	0
Don’t know	0	0	0

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

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No	29	17	44
Yes	71	83	56

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

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

Table A4.2

Bedtime

	Grade 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	0	0	0
7:00-7:59 pm	7	0	6
8:00-8:59 pm	14	31	6
9:00-9:59 pm	57	31	29
10:00-10:59 pm	14	23	24
11:00-11:59 pm	7	15	24
12:00-12:59 am	0	0	0
After 1:00 am	0	0	12
<i>Bedtime at 12 am or later</i>	0	0	12

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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Mostly A's	29	31	24
A's and B's	64	31	47
Mostly B's	0	8	12
B's and C's	0	23	18
Mostly C's	0	0	0
C's and D's	0	8	0
Mostly D's	0	0	0
Mostly F's	7	0	0

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

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

Table A6.2

Absences, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	50	62	41
1 day	21	15	41
2 days	21	8	6
3 or more days	7	15	12

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	43	38	41
Illness (feeling physically sick), including problems with breathing or your teeth	50	46	53
Were being bullied or mistreated at school <i>(In-School Only)</i>	0	0	0
Felt very sad, hopeless, anxious, stressed, or angry	7	0	0
Didn't get enough sleep	0	0	0
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	0	8	0
Had to take care of or help a family member or friend	0	0	0
Wanted to spend time with friends	0	0	0
Used alcohol or drugs	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	0	0	0
Were bored or uninterested in school	0	0	0
Had no transportation to school <i>(In-School Only)</i>	0	0	0
Other reason	7	31	12

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	63	55	59	
Caring relationships-adults in school [‡]	69	59	65	A6.5
High expectations-adults in school [‡]	88	69	78	A6.6
Meaningful participation at school [‡]	33	37	33	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	80	67	55	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>				A6.8
Academic motivation [†]	82	62	56	A6.9
Promotion of parental involvement in school [†]	79	51	57	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.*

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Caring relationships-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	59	65
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	7	8	12
A little true	36	38	18
Pretty much true	36	31	41
Very much true	21	23	29
<i>who notices when I’m not there.</i>			
Not at all true	7	15	18
A little true	21	23	18
Pretty much true	21	31	29
Very much true	50	31	35
<i>who listens to me when I have something to say.</i>			
Not at all true	8	23	18
A little true	15	15	24
Pretty much true	31	23	35
Very much true	46	38	24

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	88	69	78
<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	0	15	6
A little true	14	23	24
Pretty much true	57	15	35
Very much true	29	46	35
<i>who always wants me to do my best.</i>			
Not at all true	0	8	0
A little true	7	8	12
Pretty much true	50	15	35
Very much true	43	69	53
<i>who believes that I will be a success.</i>			
Not at all true	0	15	18
A little true	14	23	6
Pretty much true	43	15	35
Very much true	43	46	41

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

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	33	37	33
<i>At school/When I participate in school,...</i>			
I do interesting activities.			
Not at all true	0	0	6
A little true	21	31	24
Pretty much true	36	31	41
Very much true	43	38	29
I help decide things like class activities or rules.			
Not at all true	43	38	24
A little true	36	38	53
Pretty much true	14	15	24
Very much true	7	8	0
I do things that make a difference.			
Not at all true	14	38	13
A little true	64	23	56
Pretty much true	14	23	25
Very much true	7	15	6
I have a say in how things work.			
Not at all true	38	38	53
A little true	38	31	29
Pretty much true	23	31	12
Very much true	0	0	6
I help decide school activities or rules.			
Not at all true	43	69	59
A little true	36	8	24
Pretty much true	14	15	12
Very much true	7	8	6

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness[#] (<i>In-School Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>	80	67	55
School connectedness^ψ (<i>Remote Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>			
I feel close to people at/from this school.			
Strongly disagree	7	0	0
Disagree	0	0	0
Neither disagree nor agree	29	23	24
Agree	36	46	29
Strongly agree	29	31	47
I am happy with/to be at this school.			
Strongly disagree	0	8	18
Disagree	0	8	12
Neither disagree nor agree	21	15	29
Agree	43	38	24
Strongly agree	36	31	18
I feel like I am part of this school.			
Strongly disagree	0	17	6
Disagree	7	0	0
Neither disagree nor agree	7	17	29
Agree	43	33	35
Strongly agree	43	33	29

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.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	7	23	6
Disagree	0	15	24
Neither disagree nor agree	0	23	41
Agree	36	23	18
Strongly agree	57	15	12
I feel safe in my school. (<i>In-School Only</i>)			
Strongly disagree	0	8	6
Disagree	7	8	0
Neither disagree nor agree	14	0	31
Agree	29	69	38
Strongly agree	50	15	25

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	82	62	56
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	0	0	0
Disagree	0	0	0
Neither disagree nor agree	14	23	18
Agree	21	23	41
Strongly agree	64	54	41
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	0	0	18
Disagree	14	38	6
Neither disagree nor agree	29	31	59
Agree	50	23	0
Strongly agree	7	8	18
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	0	15	0
Disagree	0	0	12
Neither disagree nor agree	7	15	41
Agree	36	38	18
Strongly agree	57	31	29
I am always trying to do better in my schoolwork.			
Strongly disagree	0	0	0
Disagree	0	8	0
Neither disagree nor agree	7	23	24
Agree	21	31	47
Strongly agree	71	38	29

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	14	15	0
Disagree	29	38	24
Neither disagree nor agree	36	8	47
Agree	7	23	12
Strongly agree	14	15	18

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
School boredom			
Low (0-3)	71	31	18
Medium (4-6)	14	31	35
High (7-10)	14	38	47
Value of school			
High (0-3)	100	62	59
Medium (4-6)	0	31	24
Low (7-10)	0	8	18

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 - 6th Grade

		School is really boring (Grade 6)										
		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			Mid Boredom & High Value			High Boredom & High Value				
	1	71%			14%			14%				
	2											
	3											
	4	Low Boredom &			Mid Boredom &			High Boredom &				
	5	Mid Value [̄]			Mid Value			Mid Value				
	6				0%			0%				
	7											
	8	Low Boredom &			Mid Boredom &			High Boredom &				
	9	Low Value [̄]			Low Value [̄]			Low Value				
	10 Strongly Agree							0%				

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 - 7th Grade

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	23%			23%			15%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				8%			15%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							8%				
	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 - 8th Grade

		School is really boring (Grade 8)										
		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			Mid Boredom & High Value			High Boredom & High Value				
	1	18%			24%			18%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				6%			18%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							12%				
	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 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	79	51	57
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	0	15	0
Disagree	0	15	0
Neither disagree nor agree	7	15	35
Agree	57	31	47
Strongly agree	36	23	18
Parents feel welcome to participate at this school.			
Strongly disagree	0	0	0
Disagree	0	8	0
Neither disagree nor agree	21	38	47
Agree	57	54	29
Strongly agree	21	0	24
School staff take parent concerns seriously.			
Strongly disagree	0	15	6
Disagree	0	0	6
Neither disagree nor agree	36	38	35
Agree	43	31	35
Strongly agree	21	15	18

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

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

Table A6.14
Checking Student Progress

	Grade 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	7	31	24
A little true	50	31	29
Pretty much true	21	31	29
Very much true	21	8	18

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	0	0	6
Disagree	7	15	6
Neither disagree nor agree	29	46	47
Agree	50	38	24
Strongly agree	14	0	18

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	71	69	81
Yes	29	31	19

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

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	86	69	94
Yes	14	31	6

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	64	56
Each day I look forward to having a lot of fun.			
Not at all true	0	23	13
A little true	43	15	38
Pretty much true	43	38	19
Very much true	14	23	31
I usually expect to have a good day.			
Not at all true	0	0	13
A little true	21	23	31
Pretty much true	64	77	25
Very much true	14	0	31
Overall, I expect more good things to happen to me than bad things.			
Not at all true	14	15	19
A little true	21	31	19
Pretty much true	36	46	38
Very much true	29	8	25

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	71	54	73
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	0	8	0
Dissatisfied	0	8	6
A little dissatisfied	7	23	0
A little satisfied	14	8	0
Satisfied	21	15	56
Very satisfied	57	38	38
my friendships as...			
Very dissatisfied	0	8	0
Dissatisfied	0	0	6
A little dissatisfied	0	8	0
A little satisfied	36	23	19
Satisfied	21	23	44
Very satisfied	43	38	31
my school experience as...			
Very dissatisfied	0	23	19
Dissatisfied	0	0	6
A little dissatisfied	14	23	0
A little satisfied	21	15	25
Satisfied	57	23	31
Very satisfied	7	15	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 6 %	Grade 7 %	Grade 8 %
<i>I would describe my satisfaction with...</i>			
myself as...			
Very dissatisfied	0	15	6
Dissatisfied	14	15	6
A little dissatisfied	7	0	13
A little satisfied	7	8	19
Satisfied	57	38	38
Very satisfied	14	23	19
where I live as...			
Very dissatisfied	7	8	0
Dissatisfied	0	0	0
A little dissatisfied	0	8	0
A little satisfied	14	31	13
Satisfied	29	8	38
Very satisfied	50	46	50

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	16	20	15
I had a hard time relaxing.			
Not at all true	50	46	44
A little true	50	38	44
Pretty much true	0	15	13
Very much true	0	0	0
I felt sad and down.			
Not at all true	50	46	50
A little true	21	38	31
Pretty much true	14	8	19
Very much true	14	8	0
I was easily irritated.			
Not at all true	50	23	25
A little true	29	38	44
Pretty much true	7	15	19
Very much true	14	23	13
It was hard for me to cope and I thought I would panic.			
Not at all true	57	67	81
A little true	21	8	13
Pretty much true	0	17	6
Very much true	21	8	0
It was hard for me to get excited about anything.			
Not at all true	86	69	81
A little true	7	23	13
Pretty much true	7	0	0
Very much true	0	8	6

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 6 %	Grade 7 %	Grade 8 %
Very safe	36	15	12
Safe	43	54	47
Neither safe nor unsafe	21	15	29
Unsafe	0	8	6
Very unsafe	0	8	6

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	93	92	44
1 time	7	0	19
2 or more times	0	8	38
Religion			
0 times	100	92	88
1 time	0	8	6
2 or more times	0	0	6
Gender			
0 times	92	100	63
1 time	8	0	13
2 or more times	0	0	25
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	86	92	88
1 time	7	8	6
2 or more times	7	0	6
A physical or mental disability			
0 times	93	92	88
1 time	0	0	6
2 or more times	7	8	6
Any of the above five reasons	14	31	69

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	86	100	81
1 time	7	0	6
2 or more times	7	0	13
Any other reason			
0 times	79	69	38
1 time	7	15	25
2 or more times	14	15	38
Any harassment	29	46	88

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

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence victimization (<i>In-School Only</i>)			
<i>Average reporting “1 or more times”</i>	26	30	42
<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	71	77	69
1 time	21	0	6
2 to 3 times	7	23	0
4 or more times	0	0	25
been afraid of being beaten up? (<i>In-School Only</i>)			
0 times	86	85	81
1 time	0	8	6
2 to 3 times	7	0	6
4 or more times	7	8	6
<i>During the past 12 months, how many times have you...</i>			
had mean rumors or lies spread about you?			
0 times	57	69	56
1 time	14	15	13
2 to 3 times	7	0	6
4 or more times	21	15	25
had sexual jokes, comments, or gestures made to you?			
0 times	86	62	63
1 time	7	8	13
2 to 3 times	0	15	0
4 or more times	7	15	25

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

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>			
0 times	86	77	69
1 time	14	15	6
2 to 3 times	0	8	19
4 or more times	0	0	6
<i>been made fun of because of your looks or the way you talk?</i>			
0 times	71	62	38
1 time	7	23	13
2 to 3 times	7	0	6
4 or more times	14	15	44
<i>been made fun of, insulted, or called names?</i>			
0 times	64	46	38
1 time	7	15	13
2 to 3 times	14	31	6
4 or more times	14	8	44
<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)	71	85	50
1 time	14	8	19
2 to 3 times	7	0	19
4 or more times	7	8	13

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 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	1	2	9
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>			
0 times	100	92	69
1 time	0	8	6
2 to 3 times	0	0	25
4 or more times	0	0	0
<i>been offered, sold, or given an illegal drug?</i>			
0 times	93	100	100
1 time	7	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0
<i>damaged school property on purpose?</i>			
0 times	100	100	94
1 time	0	0	6
2 to 3 times	0	0	0
4 or more times	0	0	0
<i>carried a gun?</i>			
0 times	100	100	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0
<i>carried any other weapon (such as a knife or club)?</i>			
0 times	100	100	94
1 time	0	0	6
2 to 3 times	0	0	0
4 or more times	0	0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times	93	92	88
1 time	7	0	0
2 to 3 times	0	0	6
4 or more times	0	8	6
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	100	100	94
1 time	0	0	6
2 to 3 times	0	0	0
4 or more times	0	0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
seen someone carrying a gun, knife, or other weapon?			
0 times	100	92	88
1 time	0	8	13
2 to 3 times	0	0	0
4 or more times	0	0	0

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

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get “high” [^]	14	8	29	A9.2
Lifetime alcohol or drug use	14	8	29	A9.2
Lifetime marijuana use	0	0	6	A9.2
Lifetime very drunk or high (7 or more times)	0	0	0	A9.7
Current alcohol or drug use [¶]	7	8	6	A9.5
Current marijuana use [¶]	0	0	6	A9.5
Current heavy drug use [¶]	7	0	0	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	0	0	A9.5
Current alcohol or drug use on school property ^{¶Φ}	0	8	0	A9.8
Harmfulness of occasional marijuana use ^B	50	33	35	A9.10
Difficulty of obtaining marijuana ^C	57	23	29	A9.11

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

[^]Excludes prescription pain medication.

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	0	8	29
Marijuana	0	0	6
Inhalants	14	0	0
Any other drug, pill, or medicine to get “high”	0	0	0
<i>Any of the above AOD use</i>	14	8	29
<i>Any illicit AOD use to get “high”[^]</i>	14	8	29

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

[^]*Excludes prescription pain medication.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	100	92	71
1 time	0	8	18
2 to 3 times	0	0	12
4 or more times	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 times	100	100	94
1 time	0	0	6
2 to 3 times	0	0	0
4 or more times	0	0	0
Inhalants			
0 times	86	100	100
1 time	7	0	0
2 to 3 times	0	0	0
4 or more times	7	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	100	100	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>			
Smoke it?			
0 times	100	100	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0
In a vaping device?			
0 times	100	100	94
1 time	0	0	6
2 to 3 times	0	0	0
4 or more times	0	0	0
Eat or drink it in products made with marijuana?			
0 times	100	100	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0

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

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

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

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

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	100	92	94
1 or 2 days	0	8	6
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Binge drinking (5 or more drinks in a row)			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	100	94
1 or 2 days	0	0	6
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	100	100	100
1 to 2 times	0	0	0
3 to 6 times	0	0	0
7 or more times	0	0	0
“High” (loaded, stoned, or wasted) from using drugs			
0 times	100	100	100
1 to 2 times	0	0	0
3 to 6 times	0	0	0
7 or more times	0	0	0
<i>Very drunk or “high” 7 or more times</i>	0	0	0

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 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	100	92	100
1 to 2 days	0	8	0
3 or more days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	100	100
1 to 2 days	0	0	0
3 or more days	0	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 days	100	100	100
1 to 2 days	0	0	0
3 or more days	0	0	0
<i>Any of the above</i>	0	8	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	100	100	100
1 to 2 times	0	0	0
3 to 6 times	0	0	0
7 or more times	0	0	0

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

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

Table A9.10***Perceived Harm of AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	36	25	35
Moderate	21	8	18
Slight	14	42	35
None	29	25	12
Alcohol - 5 or more drinks once or twice a week			
Great	50	8	71
Moderate	14	58	12
Slight	7	0	6
None	29	33	12
Marijuana - use occasionally			
Great	50	33	35
Moderate	14	17	41
Slight	7	25	12
None	29	25	12
Marijuana - use daily			
Great	64	58	76
Moderate	0	17	12
Slight	0	0	0
None	36	25	12

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	57	23	18
Fairly difficult	0	8	6
Fairly easy	0	23	29
Very easy	0	8	12
Don't know	43	38	35
Marijuana			
Very difficult	57	23	29
Fairly difficult	0	8	12
Fairly easy	0	8	12
Very easy	0	0	6
Don't know	43	62	41
Prescription drugs to get “high” or for reasons other than prescribed			
Very difficult	50	23	35
Fairly difficult	0	15	12
Fairly easy	0	15	6
Very easy	7	8	6
Don't know	43	38	41

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 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	0	0	0	A10.2
Current cigarette smoking [¶]	0	0	0	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	0	A10.7
Ever tried smokeless tobacco	0	0	6	A10.2
Current smokeless tobacco use [¶]	0	0	0	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	A10.7
Ever used vape products	7	0	6	A10.2
Current use of vape products [¶]	7	0	6	A10.4
Current tobacco vaping [¶]	7	0	0	A10.5
Current marijuana vaping [¶]	0	0	6	A10.5
Current vaping at school ^{¶Φ}	0	0	0	A10.7
Lifetime tobacco use	0	0	6	A10.2
Current tobacco use [¶]	7	0	0	A10.6
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^B	36	17	53	A10.9
Harmfulness of smoking 1 or more packs/day ^B	50	50	71	A10.9
Harmfulness of vaping occasionally ^B	50	25	47	A10.10
Harmfulness of vaping several times a day ^B	64	64	82	A10.10
Difficulty of obtaining cigarettes ^C	57	23	29	A10.11
Difficulty of obtaining vape products ^C	57	17	24	A10.11
Anti-Tobacco Policy				
School bans tobacco use and vaping	71	77	88	A10.12

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

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

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

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

Table A10.3
Substances Ever Vaped

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times	100	100	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0
Vaped marijuana or THC			
0 times	100	100	94
1 time	0	0	6
2 to 3 times	0	0	0
4 or more times	0	0	0
Vaped other product			
0 times	100	100	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0

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

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

Table A10.4
Any Current Use and Daily Use

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 days	93	100	100
1 or 2 days	0	0	0
3 to 9 days	7	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped marijuana or THC			
0 days	100	100	94
1 or 2 days	0	0	6
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped other product			
0 days	93	100	100
1 or 2 days	0	0	0
3 to 9 days	7	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No	93	100	100
Yes	7	0	0

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Smokeless tobacco			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vape			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

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 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	100	85	100
1 day	0	8	0
2 days	0	0	0
3-9 days	0	0	0
10-19 days	0	8	0
20-30 days	0	0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	36	17	53
Moderate	29	42	12
Slight	7	17	24
None	29	25	12
Smoke 1 or more packs of cigarettes each day			
Great	50	50	71
Moderate	14	25	6
Slight	0	0	12
None	36	25	12

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	50	25	47
Moderate	21	25	35
Slight	0	25	6
None	29	25	12
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	64	64	82
Moderate	7	9	6
Slight	0	0	0
None	29	27	12

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	57	23	29
Fairly difficult	0	23	12
Fairly easy	0	0	12
Very easy	0	0	6
Don't know	43	54	41
Vape products			
Very difficult	57	17	24
Fairly difficult	0	17	12
Fairly easy	0	17	12
Very easy	0	0	6
Don't know	43	50	47

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

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

Table A10.12***School Bans Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
No	0	0	0
Yes	71	77	88
Don't know	29	23	12

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

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Never	54	62	35
1 day	31	0	24
2 days	15	15	12
3 days	0	8	18
4 days	0	0	0
5 days	0	15	12

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

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

Table A11.2

Gang Involvement (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
No	100	92	94
Yes	0	8	6

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

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
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			
Multiracial			
Something else			
Academic Motivation[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[†]*Average percent of respondents reporting “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 6 %	Grade 7 %	Grade 8 %
School is really boring[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
School is worthless and a waste of time[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Monthly Absences (3 or more)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Caring adult relationships[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
High expectations[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[†]*Average percent of respondents reporting “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 6 %	Grade 7 %	Grade 8 %
Meaningful participation[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Facilities upkeep[†] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Promotion of parental involvement in school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[†]*Average percent of respondents reporting “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 6 %	Grade 7 %	Grade 8 %
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			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced harassment due to five reasons^{^§}			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
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			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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 6 %	Grade 7 %	Grade 8 %
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			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current tobacco use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
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			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current use of vape products[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

Table A12.5

Routines by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

¹*Today.*

Table A12.6

Remote Schooling by Race/Ethnicity (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Synchronous instruction (4 days or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Interest in schoolwork done from home[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A12.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful opportunities[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Life satisfaction[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Male			57
Female			
Nonbinary			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Male			
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male			59
Female			
Nonbinary			
Something else			
School is really boring[±]			
Male			64
Female			
Nonbinary			
Something else			
School is worthless and a waste of time[±]			
Male			27
Female			
Nonbinary			
Something else			

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Male			18
Female			
Nonbinary			
Something else			
Maintaining focus on schoolwork[†]			
Male			36
Female			
Nonbinary			
Something else			
Caring adult relationships[‡]			
Male			67
Female			
Nonbinary			
Something else			
High expectations[‡]			
Male			79
Female			
Nonbinary			
Something else			
Meaningful participation[‡]			
Male			34
Female			
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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] (<i>In-School Only</i>)			
Male			36
Female			
Nonbinary			
Something else			
Promotion of parental involvement in school[†]			
Male			67
Female			
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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Male			64
Female			
Nonbinary			
Something else			
Experienced harassment due to five reasons^{λ§}			
Male			70
Female			
Nonbinary			
Something else			
Experienced any harassment or bullying[§]			
Male			90
Female			
Nonbinary			
Something else			
Had mean rumors or lies spread about you[§]			
Male			40
Female			
Nonbinary			
Something else			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Male			20
Female			
Nonbinary			
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 A13.2
School Safety by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] (<i>In-School Only</i>)			
Male			30
Female			
Nonbinary			
Something else			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Male			10
Female			
Nonbinary			
Something else			

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male			60
Female			
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male			0
Female			
Nonbinary			
Something else			
Current tobacco use[¶]			
Male			0
Female			
Nonbinary			
Something else			
Current marijuana use[¶]			
Male			0
Female			
Nonbinary			
Something else			
Current binge drinking[¶]			
Male			0
Female			
Nonbinary			
Something else			
Very drunk or “high” 7 or more times, ever			
Male			0
Female			
Nonbinary			
Something else			
Been drunk or “high” on drugs at school, ever			
Male			0
Female			
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Male			0
Female			
Nonbinary			
Something else			
Current alcohol use at school[¶] (<i>In-School Only</i>)			
Male			0
Female			
Nonbinary			
Something else			
Current cigarette smoking[¶]			
Male			0
Female			
Nonbinary			
Something else			
Current use of vape products[¶]			
Male			0
Female			
Nonbinary			
Something else			
Current tobacco vaping[¶]			
Male			0
Female			
Nonbinary			
Something else			
Current marijuana vaping[¶]			
Male			0
Female			
Nonbinary			
Something else			

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
Male			50
Female			
Nonbinary			
Something else			
Bedtime (at 12 am or later)			
Male			9
Female			
Nonbinary			
Something else			

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

¹*Today.*

Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Male			22
Female			
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness[§]			
Male			30
Female			
Nonbinary			
Something else			
Considered suicide[§]			
Male			0
Female			
Nonbinary			
Something else			
Optimism[‡]			
Male			73
Female			
Nonbinary			
Something else			
Life satisfaction[‡]			
Male			76
Female			
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 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
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			
High school graduate			
Some college			
College degree			
Don't know			
School is really boring[±]			
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.

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
School is worthless and a waste of time[±]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Monthly Absences (3 or more)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Maintaining focus on schoolwork[†]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Caring adult relationships[‡]			
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.

[±]Rating of 7 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Meaningful participation[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Facilities upkeep[†] (<i>In-School Only</i>)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Promotion of parental involvement in school[†]			
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.

[†]*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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Experienced harassment due to five reasons^{^§}			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Experienced any harassment or bullying[§]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Had mean rumors or lies spread about you[§]			
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.

[^]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 6 %	Grade 7 %	Grade 8 %
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Been in a physical fight[§] (<i>In-School Only</i>)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
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 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
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 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Current tobacco use[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Current marijuana use[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Current binge drinking[¶]			
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.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or “high” 7 or more times, ever			
Less than high school			
High school graduate			
Some college			
College degree			
Don’t know			
Been drunk or “high” on drugs at school, ever			
Less than high school			
High school graduate			
Some college			
College degree			
Don’t know			
Current alcohol use[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
Don’t know			
Current alcohol use at school[¶] (<i>In-School Only</i>)			
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.

Table A14.4
Substance Use by Parental Education – Continued

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

Table A14.5
Routines by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Bedtime (at 12 am or later)			
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.

¹*Today.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Experienced chronic sadness/hopelessness[§]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Considered suicide[§]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Optimism[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Life satisfaction[‡]			
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.

[‡]*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 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Not English learner			53
English learner			
Don't know			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Not English learner			
English learner			
Don't know			
Academic Motivation[†]			
Not English learner			55
English learner			
Don't know			
School is really boring[±]			
Not English learner			60
English learner			
Don't know			
School is worthless and a waste of time[±]			
Not English learner			30
English learner			
Don't know			
Monthly Absences (3 or more)			
Not English learner			10
English learner			
Don't know			

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 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
Not English learner			30
English learner			
Don't know			
Caring adult relationships[‡]			
Not English learner			60
English learner			
Don't know			
High expectations[‡]			
Not English learner			77
English learner			
Don't know			
Meaningful participation[‡]			
Not English learner			34
English learner			
Don't know			
Facilities upkeep[†] (<i>In-School Only</i>)			
Not English learner			50
English learner			
Don't know			
Promotion of parental involvement in school[†]			
Not English learner			50
English learner			
Don't know			

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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Not English learner			40
English learner			
Don't know			
Experienced harassment due to five reasons^λ§			
Not English learner			80
English learner			
Don't know			
Experienced any harassment or bullying[§]			
Not English learner			100
English learner			
Don't know			
Had mean rumors or lies spread about you[§]			
Not English learner			60
English learner			
Don't know			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Not English learner			20
English learner			
Don't know			
Been in a physical fight[§] (<i>In-School Only</i>)			
Not English learner			40
English learner			
Don't know			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Not English learner			10
English learner			
Don't know			

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not English learner			50
English learner			
Don't know			

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

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

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Been drunk or “high” on drugs at school, ever			
Not English learner			0
English learner			
Don’t know			
Current alcohol use[¶]			
Not English learner			0
English learner			
Don’t know			
Current alcohol use at school[¶] (<i>In-School Only</i>)			
Not English learner			0
English learner			
Don’t know			
Current cigarette smoking[¶]			
Not English learner			0
English learner			
Don’t know			
Current use of vape products[¶]			
Not English learner			0
English learner			
Don’t know			
Current tobacco vaping[¶]			
Not English learner			0
English learner			
Don’t know			
Current marijuana vaping[¶]			
Not English learner			0
English learner			
Don’t know			

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

[¶]Past 30 days.

Table A15.5
Routines by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
Not English learner			
English learner			
Don't know			
Bedtime (at 12 am or later)			
Not English learner			10
English learner			
Don't know			

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

¹*Today.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Not English learner			14
English learner			
Don't know			
Experienced chronic sadness/hopelessness[§]			
Not English learner			20
English learner			
Don't know			
Considered suicide[§]			
Not English learner			0
English learner			
Don't know			
Optimism[‡]			
Not English learner			50
English learner			
Don't know			
Life satisfaction[‡]			
Not English learner			66
English learner			
Don't know			

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 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Not currently in English Learner Program			53
Less than 7 years (EL)			
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			55
Less than 7 years (EL)			
7 years or more (LTEL)			
School is really boring[±]			
Not currently in English Learner Program			60
Less than 7 years (EL)			
7 years or more (LTEL)			
School is worthless and a waste of time[±]			
Not currently in English Learner Program			30
Less than 7 years (EL)			
7 years or more (LTEL)			
Monthly Absences (3 or more)			
Not currently in English Learner Program			10
Less than 7 years (EL)			
7 years or more (LTEL)			

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
Not currently in English Learner Program			30
Less than 7 years (EL)			
7 years or more (LTEL)			
Caring adult relationships[‡]			
Not currently in English Learner Program			60
Less than 7 years (EL)			
7 years or more (LTEL)			
High expectations[‡]			
Not currently in English Learner Program			77
Less than 7 years (EL)			
7 years or more (LTEL)			
Meaningful participation[‡]			
Not currently in English Learner Program			34
Less than 7 years (EL)			
7 years or more (LTEL)			
Facilities upkeep[†] (<i>In-School Only</i>)			
Not currently in English Learner Program			50
Less than 7 years (EL)			
7 years or more (LTEL)			
Promotion of parental involvement in school[†]			
Not currently in English Learner Program			50
Less than 7 years (EL)			
7 years or more (LTEL)			

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Not currently in English Learner Program			40
Less than 7 years (EL)			
7 years or more (LTEL)			
Experienced harassment due to five reasons^{λ§}			
Not currently in English Learner Program			80
Less than 7 years (EL)			
7 years or more (LTEL)			
Experienced any harassment or bullying[§]			
Not currently in English Learner Program			100
Less than 7 years (EL)			
7 years or more (LTEL)			
Had mean rumors or lies spread about you[§]			
Not currently in English Learner Program			60
Less than 7 years (EL)			
7 years or more (LTEL)			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Not currently in English Learner Program			20
Less than 7 years (EL)			
7 years or more (LTEL)			
Been in a physical fight[§] (<i>In-School Only</i>)			
Not currently in English Learner Program			40
Less than 7 years (EL)			
7 years or more (LTEL)			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Not currently in English Learner Program			10
Less than 7 years (EL)			
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 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not currently in English Learner Program			50
Less than 7 years (EL)			
7 years or more (LTEL)			

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

[§]Past 12 months.

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

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

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Been drunk or “high” on drugs at school, ever			
Not currently in English Learner Program			0
Less than 7 years (EL)			
7 years or more (LTEL)			
Current alcohol use[¶]			
Not currently in English Learner Program			0
Less than 7 years (EL)			
7 years or more (LTEL)			
Current alcohol use at school[¶] (<i>In-School Only</i>)			
Not currently in English Learner Program			0
Less than 7 years (EL)			
7 years or more (LTEL)			
Current cigarette smoking[¶]			
Not currently in English Learner Program			0
Less than 7 years (EL)			
7 years or more (LTEL)			
Current use of vape products[¶]			
Not currently in English Learner Program			0
Less than 7 years (EL)			
7 years or more (LTEL)			
Current tobacco vaping[¶]			
Not currently in English Learner Program			0
Less than 7 years (EL)			
7 years or more (LTEL)			
Current marijuana vaping[¶]			
Not currently in English Learner Program			0
Less than 7 years (EL)			
7 years or more (LTEL)			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Bedtime (at 12 am or later)			
Not currently in English Learner Program			10
Less than 7 years (EL)			
7 years or more (LTEL)			

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

¹*Today.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Not currently in English Learner Program			
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Not currently in English Learner Program			14
Less than 7 years (EL)			
7 years or more (LTEL)			
Experienced chronic sadness/hopelessness[§]			
Not currently in English Learner Program			20
Less than 7 years (EL)			
7 years or more (LTEL)			
Considered suicide[§]			
Not currently in English Learner Program			0
Less than 7 years (EL)			
7 years or more (LTEL)			
Optimism[‡]			
Not currently in English Learner Program			50
Less than 7 years (EL)			
7 years or more (LTEL)			
Life satisfaction[‡]			
Not currently in English Learner Program			66
Less than 7 years (EL)			
7 years or more (LTEL)			

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

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

[§]*Past 12 months.*

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

17. Special Education Breakdowns

Table A17.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
No IEP		73	61
IEP			
Don't know			
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		60	66
IEP			
Don't know			
Prefer not to say			
School is really boring[±]			
No IEP		40	45
IEP			
Don't know			
Prefer not to say			
School is worthless and a waste of time[±]			
No IEP		10	18
IEP			
Don't know			
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 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
No IEP		20	0
IEP			
Don't know			
Prefer not to say			
Maintaining focus on schoolwork[†]			
No IEP		60	36
IEP			
Don't know			
Prefer not to say			
Caring adult relationships[‡]			
No IEP		67	67
IEP			
Don't know			
Prefer not to say			
High expectations[‡]			
No IEP		80	79
IEP			
Don't know			
Prefer not to say			
Meaningful participation[‡]			
No IEP		36	38
IEP			
Don't know			
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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] (<i>In-School Only</i>)			
No IEP		50	55
IEP			
Don't know			
Prefer not to say			
Promotion of parental involvement in school[†]			
No IEP		60	67
IEP			
Don't know			
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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe <i>(In-School Only)</i>			
No IEP		80	55
IEP			
Don't know			
Prefer not to say			
Experienced harassment due to five reasons^{λ§}			
No IEP		20	73
IEP			
Don't know			
Prefer not to say			
Experienced any harassment or bullying[§]			
No IEP		40	82
IEP			
Don't know			
Prefer not to say			
Had mean rumors or lies spread about you[§]			
No IEP		20	36
IEP			
Don't know			
Prefer not to say			
Been afraid of being beaten up[§] <i>(In-School Only)</i>			
No IEP		10	9
IEP			
Don't know			
Prefer not to say			

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] (<i>In-School Only</i>)			
No IEP		0	18
IEP			
Don't know			
Prefer not to say			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
No IEP		0	9
IEP			
Don't know			
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 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
No IEP		10	36
IEP			
Don't know			
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Current tobacco use[¶]			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Current marijuana use[¶]			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Current binge drinking[¶]			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Very drunk or "high" 7 or more times, ever			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Been drunk or "high" on drugs at school, ever			
No IEP		0	0
IEP			
Don't know			
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Current alcohol use at school[¶] (<i>In-School Only</i>)			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Current cigarette smoking[¶]			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Current use of vape products[¶]			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Current tobacco vaping[¶]			
No IEP		0	0
IEP			
Don't know			
Prefer not to say			
Current marijuana vaping[¶]			
No IEP		0	0
IEP			
Don't know			
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 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
No IEP			70
IEP			
Don't know			
Prefer not to say			
Bedtime (at 12 am or later)			
No IEP		0	9
IEP			
Don't know			
Prefer not to say			

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

¹*Today.*

Table A17.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
No IEP		8	15
IEP			
Don't know			
Prefer not to say			
Experienced chronic sadness/hopelessness[§]			
No IEP		30	9
IEP			
Don't know			
Prefer not to say			
Considered suicide[§]			
No IEP		30	0
IEP			
Don't know			
Prefer not to say			
Optimism[‡]			
No IEP		60	61
IEP			
Don't know			
Prefer not to say			
Life satisfaction[‡]			
No IEP		60	73
IEP			
Don't know			
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 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Home with one or more parent or guardian	80	64	51
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	82	60	53
Foster home			
Homeless			
Other living arrangement			
School is really boring[±]			
Home with one or more parent or guardian	14	42	47
Foster home			
Homeless			
Other living arrangement			
School is worthless and a waste of time[±]			
Home with one or more parent or guardian	0	8	13
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.

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

[±]Rating of 7 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Home with one or more parent or guardian	7	17	13
Foster home			
Homeless			
Other living arrangement			
Maintaining focus on schoolwork[†]			
Home with one or more parent or guardian	43	50	27
Foster home			
Homeless			
Other living arrangement			
Caring adult relationships[‡]			
Home with one or more parent or guardian	69	58	60
Foster home			
Homeless			
Other living arrangement			
High expectations[‡]			
Home with one or more parent or guardian	88	69	76
Foster home			
Homeless			
Other living arrangement			
Meaningful participation[‡]			
Home with one or more parent or guardian	33	37	33
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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] (<i>In-School Only</i>)			
Home with one or more parent or guardian	64	42	33
Foster home			
Homeless			
Other living arrangement			
Promotion of parental involvement in school[†]			
Home with one or more parent or guardian	79	50	53
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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Home with one or more parent or guardian	79	67	53
Foster home			
Homeless			
Other living arrangement			
Experienced harassment due to five reasons^{λ§}			
Home with one or more parent or guardian	14	33	71
Foster home			
Homeless			
Other living arrangement			
Experienced any harassment or bullying[§]			
Home with one or more parent or guardian	29	50	93
Foster home			
Homeless			
Other living arrangement			
Had mean rumors or lies spread about you[§]			
Home with one or more parent or guardian	43	33	43
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	14	17	14
Foster home			
Homeless			
Other living arrangement			

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] (<i>In-School Only</i>)			
Home with one or more parent or guardian	0	8	29
Foster home			
Homeless			
Other living arrangement			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Home with one or more parent or guardian	0	8	14
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 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Home with one or more parent or guardian	29	17	50
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Home with one or more parent or guardian	7	8	7
Foster home			
Homeless			
Other living arrangement			
Current tobacco use[¶]			
Home with one or more parent or guardian	7	0	0
Foster home			
Homeless			
Other living arrangement			
Current marijuana use[¶]			
Home with one or more parent or guardian	0	0	7
Foster home			
Homeless			
Other living arrangement			
Current binge drinking[¶]			
Home with one or more parent or guardian	0	0	0
Foster home			
Homeless			
Other living arrangement			
Very drunk or “high” 7 or more times, ever			
Home with one or more parent or guardian	0	0	0
Foster home			
Homeless			
Other living arrangement			
Been drunk or “high” on drugs at school, ever			
Home with one or more parent or guardian	0	0	0
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Home with one or more parent or guardian	0	8	7
Foster home			
Homeless			
Other living arrangement			
Current alcohol use at school[¶] (<i>In-School Only</i>)			
Home with one or more parent or guardian	0	8	0
Foster home			
Homeless			
Other living arrangement			
Current cigarette smoking[¶]			
Home with one or more parent or guardian	0	0	0
Foster home			
Homeless			
Other living arrangement			
Current use of vape products[¶]			
Home with one or more parent or guardian	7	0	7
Foster home			
Homeless			
Other living arrangement			
Current tobacco vaping[¶]			
Home with one or more parent or guardian	7	0	0
Foster home			
Homeless			
Other living arrangement			
Current marijuana vaping[¶]			
Home with one or more parent or guardian	0	0	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 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
Home with one or more parent or guardian	71	82	57
Foster home			
Homeless			
Other living arrangement			
Bedtime (at 12 am or later)			
Home with one or more parent or guardian	0	0	13
Foster home			
Homeless			
Other living arrangement			

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

¹*Today.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Home with one or more parent or guardian	16	20	16
Foster home			
Homeless			
Other living arrangement			
Experienced chronic sadness/hopelessness[§]			
Home with one or more parent or guardian	29	33	14
Foster home			
Homeless			
Other living arrangement			
Considered suicide[§]			
Home with one or more parent or guardian	14	33	7
Foster home			
Homeless			
Other living arrangement			
Optimism[‡]			
Home with one or more parent or guardian	67	61	50
Foster home			
Homeless			
Other living arrangement			
Life satisfaction[‡]			
Home with one or more parent or guardian	71	58	71
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	6th %	7th %	8th %
Plaza Elementary	67	59	100

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 (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