

CALIFORNIA HEALTHY KIDS SURVEY



Mira Costa High Secondary 2020-2021 Main Report

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

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

Recommended citation:
Mira Costa High School. *California Healthy Kids Survey, 2020-2021: Main Report*. San Francisco: WestEd for the California Department of Education.

Contents

	Page
List of Tables	II
PREFACE	VI
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. Learning from Home	16
6. School Performance, Engagement, and Supports	19
7. Social and Emotional Health	31
8. School Violence, Victimization, and Safety	42
9. Alcohol and Other Drug Use	49
10. Tobacco Use	63
11. Other Health Risks	70
12. Race/Ethnic Breakdowns	71
13. Gender Breakdowns	89
P. Social Emotional Health Module	100
1. Module Sample	100
2. Summary of Key Indicators	101
3. Belief in Self	103
4. Belief in Others	106
5. Emotional Competence	109
6. Engaged Living	112
7. Growth Mindset	115
8. Goals	116
9. Collaboration	117
Appendix	118

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 and Substance Use	3
A2.2 Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Gender of Sample	5
A3.3 Sexual Orientation	6
A3.4 Gender Identity	6
A3.5 Race or Ethnicity	7
A3.6 Living Situation	7
A3.7 Highest Education of Parents	8
A3.8 Free or Reduced Price Meals Eligibility	8
A3.9 Language Spoken at Home	9
A3.10 English Language Proficiency – All Students	10
A3.11 English Language Proficiency – Home Language Other Than English	11
A3.12 Number of Days Attending Afterschool Program	12
A3.13 Military Connections	12
4. Routines	13
A4.1 Sleep Schedule	13
A4.2 Attending School in Person	14
A4.3 Peer Interactions (Virtual), Past 7 Days	14
A4.4 Number of Days Exercising, Past 7 Days	15
5. Learning from Home	16
A5.1 Remote Learning Schedule and Instructional Time	16
A5.1 Remote Learning Schedule and Instructional Time – Continued	17
A5.2 Interesting Activities Provided for Student in Remote Learning	17
A5.3 Interest in Schoolwork Done from Home	18
6. School Performance, Engagement, and Supports	19
A6.1 Grades, Past 12 Months	19
A6.2 Absences, Past 30 Days	19
A6.3 Missing School from Home, Past 30 Days	20

A6.4	Missing Classes at School, Past 30 Days	20
A6.5	Missing Remote Classes, Past 30 Days	20
A6.6	Reasons for Absence, Past 30 Days	21
A6.7	School Environment & Connectedness, Academic Motivation, Parent Involvement . .	22
A6.8	Caring Relationships Scale Questions	23
A6.9	High Expectations Scale Questions	24
A6.10	Meaningful Participation Scale Questions	25
A6.11	School Connectedness Scale Questions	26
A6.12	Academic Motivation Scale Questions	27
A6.13	Maintaining Focus on Schoolwork	28
A6.14	Promotion of Parent Involvement Scale Questions	29
A6.15	Checking Student Progress	30
A6.16	Quality of School Physical Environment	30
7.	Social and Emotional Health	31
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	31
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	31
A7.3	Self-Efficacy Scale Questions	32
A7.4	Self-Awareness Scale Questions	33
A7.5	Problem Solving Scale Questions	34
A7.6	Peer Supports Scale Questions	35
A7.7	Adult Supports Scale Questions	36
A7.8	Optimism Scale Questions	37
A7.9	Gratitude Scale Questions	38
A7.10	Social Emotional Distress Scale Questions	39
A7.10	Social Emotional Distress Scale Questions – Continued	40
A7.10	Social Emotional Distress Scale Questions – Continued	41
8.	School Violence, Victimization, and Safety	42
A8.1	Perceived Safety at School	42
A8.2	Reasons for Harassment on School Property, Past 12 Months	43
A8.2	Reasons for Harassment on School Property, Past 12 Months – Continued	44
A8.3	School Violence Victimization Scale Questions	45
A8.3	School Violence Victimization Scale Questions – Continued	46
A8.4	School Violence Perpetration Scale Questions	47
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	48
A8.6	Weapons Possession on School Property, Past 12 Months	48
9.	Alcohol and Other Drug Use	49
A9.1	Summary Measures of Level of AOD Use and Perceptions	49
A9.2	Summary of AOD Lifetime Use	50
A9.3	Lifetime AOD Use	51
A9.3	Lifetime AOD Use – Continued	52
A9.3	Lifetime AOD Use – Continued	53
A9.4	Methods of Marijuana Consumption	54
A9.5	Current AOD Use, Past 30 Days	55
A9.6	Frequency of Current AOD Use, Past 30 Days	56
A9.7	Lifetime Drunk or “High”	57

A9.8	Current AOD Use on School Property, Past 30 Days	58
A9.9	Lifetime Drunk or “High” on School Property	58
A9.10	Cessation Attempts	59
A9.11	Drinking While Driving, Lifetime	60
A9.12	Perceived Harm of AOD Use	61
A9.13	Perceived Difficulty of Obtaining Alcohol and Marijuana	62
10.	Tobacco Use	63
A10.1	Summary of Key CHKS Tobacco Indicators	63
A10.2	Lifetime Tobacco Use	64
A10.3	Any Current Use and Daily Use	65
A10.4	Current Smoking on School Property, Past 30 Days	66
A10.5	Secondhand Smoke on School Property, Past 30 days	67
A10.6	Cigarette Smoking and Vaping Cessation Attempts	67
A10.7	Perceived Harm of Cigarette Smoking	68
A10.8	Perceived Harm of Using Vape Products	68
A10.9	Perceived Difficulty of Obtaining Cigarettes and Vape Products	69
A10.10	School Bans Tobacco Use and Vaping	69
11.	Other Health Risks	70
A11.1	Eating of Breakfast	70
A11.2	Gang Involvement	70
12.	Race/Ethnic Breakdowns	71
A12.1	School Engagement and Supports by Race/Ethnicity	71
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	72
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	73
A12.2	School Safety by Race/Ethnicity	74
A12.2	School Safety by Race/Ethnicity – Continued	75
A12.2	School Safety by Race/Ethnicity – Continued	76
A12.3	Substance Use by Race/Ethnicity	77
A12.3	Substance Use by Race/Ethnicity – Continued	78
A12.3	Substance Use by Race/Ethnicity – Continued	79
A12.4	Routines by Race/Ethnicity	80
A12.4	Routines by Race/Ethnicity – Continued	81
A12.5	Learning from Home by Race/Ethnicity	82
A12.5	Learning from Home by Race/Ethnicity – Continued	83
A12.6	Adult and Peer Relationships by Race/Ethnicity	84
A12.6	Adult and Peer Relationships by Race/Ethnicity – Continued	85
A12.7	Social and Emotional Health by Race/Ethnicity	86
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	87
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	88
13.	Gender Breakdowns	89
A13.1	School Engagement and Supports by Gender	89
A13.1	School Engagement and Supports by Gender – Continued	90
A13.2	School Safety by Gender	91
A13.2	School Safety by Gender – Continued	92

A13.3	Substance Use by Gender	93
A13.3	Substance Use by Gender – Continued	94
A13.4	Routines by Gender	95
A13.5	Learning from Home by Gender	96
A13.6	Adult and Peer Relationships by Gender	97
A13.7	Social and Emotional Health by Gender	98
A13.7	Social and Emotional Health by Gender – Continued	99
P.	Social Emotional Health Module	100
1.	Module Sample	100
P1.1	Student Sample for Social Emotional Health Module	100
2.	Summary of Key Indicators	101
P2.1	Key Indicators of Social Emotional Health	101
P2.2	Covitality Domains and Subdomains	102
3.	Belief in Self	103
P3.1	Self-Efficacy Scale Questions	103
P3.2	Self-Awareness Scale Questions	104
P3.3	Persistence Scale Questions	105
4.	Belief in Others	106
P4.1	School Supports Scale Questions	106
P4.2	Family Connectedness Scale Questions	107
P4.3	Peer Supports Scale Questions	108
5.	Emotional Competence	109
P5.1	Emotional Regulation Scale Questions	109
P5.2	Empathy Scale Questions	110
P5.3	Behavioral Self-Control Scale Questions	111
6.	Engaged Living	112
P6.1	Optimism Scale Questions	112
P6.2	Gratitude Scale Questions	113
P6.3	Zest Scale Questions	114
7.	Growth Mindset	115
P7.1	Growth Mindset Scale Questions	115
8.	Goals	116
P8.1	Goals Scale Questions	116
9.	Collaboration	117
P9.1	Collaboration Scale Questions	117
Appendix	118

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 2020-21 *California Healthy Kids Survey* (CHKS) for schools within the 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 effort in the nation to regularly assess students, staff, and parents at the local level 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 school-related domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

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

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

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

Core Module

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

- students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being;
- student grades, truancy, 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 the scope and nature of substance use and includes two key indicators of mental health: chronic sadness and contemplation of suicide. These questions provide insight into important barriers to learning and development.

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

What's New? With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the Core Modules have expanded this year to help districts better understand the impacts of COVID-19 and how best to support students' social, emotional, and academic needs. The first question on the Core Module asks students if they attend school in person every weekday (in-person instructional model), they participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses to this question, students are directed to questions only relevant to their instructional model. Questions asking about experiences in school buildings are only available for students who attend school in-person (100% in-person and hybrid instructional models). The expanded student Core Module measures students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being. The new content assessed by the Core Module includes the following:

- school schedules and attendance (remote and in-school), whether students participate in school in-person or remotely, and participation in synchronous learning activities;
- sleep hygiene and physical exercise;
- students' interest in and ability to focus on schoolwork;
- teacher support while learning remotely;

- virtual interactions with peers; and
- social and emotional health, including a 10-item measure of social-emotional distress.

In addition, modifications have been made to items measuring eligibility for free or reduced-price meals, truancy, caring relationships with teachers, and high expectations to make the questions applicable across all instructional models. Other changes include modification of the gender item to be more inclusive, combining the questions asking about ethnicity and race, and inclusion of an item that asks about Hispanic/Latinx subgroup membership.

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). Only questions relevant to the instructional model implemented in the school are answered by students in 2020/21. For example, students who participate in school remotely are not asked questions about the physical environment at the school. In addition, a handful of the items in the School Climate Module have been modified slightly to be applicable to all students, regardless of instructional model.

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, academic success, and college and career readiness. It includes 28 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).

PUBLIC ONLINE DATA DASHBOARD

The most recent state, county, and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students, and foster youth – three important LCAP priority subgroups. 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.

***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and 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 subgroups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by subgroup.

New in 2020 is the ability to make comparisons across students who participate in school via different instructional models (in-person, remote, and hybrid).

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.

THE REPORT

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

Racial/Ethnic and Gender Results

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

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. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions

themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/docs/calschls-2019-20-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in 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.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If 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 Item Crosswalk (calschls.org/docs/calschls-2019-20-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your 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_1719.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 Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Reports

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

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (calschls.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across 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 (888.841.7536) or email calschls@wested.org.

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

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

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, School Health and Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

Gregory Austin, Ph.D.
Thomas Hanson, Ph.D.
CalSCHLS Co-Directors, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	642	600
Final number	452	407
Response Rate	70%	68%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 11
In-school learning only	5	0
Remote learning only	446	406
Hybrid learning	1	1

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness ^{†Φ}			A6.7
Academic motivation [†]	66	61	A6.7
Monthly Absences (3 or more) ^Φ			A6.2
Maintaining focus on schoolwork [†]	21	15	A6.13
Caring adult relationships [‡]	52	54	A6.7
High expectations-adults in school [‡]	68	63	A6.7
Meaningful participation ^{‡Φ}			A6.7
Facilities upkeep ^{†Φ}			A6.16
Promotion of parent involvement in school [†]	36	35	A6.7
School Safety			
School perceived as very safe or safe ^Φ			A8.1
Experienced any harassment or bullying ^{§Φ}			A8.2
Had mean rumors or lies spread about you ^{§Φ}			A8.3
Been afraid of being beaten up ^{§Φ}			A8.3
Been in a physical fight ^{§Φ}			A8.4
Seen a weapon on campus ^{§Φ}			A8.6
Substance Use			
Current alcohol or drug use [¶]	10	31	A9.5
Current marijuana use [¶]	3	19	A9.5
Current binge drinking [¶]	5	15	A9.5
Very drunk or “high” 7 or more times, ever	2	18	A9.7
Been drunk or “high” on drugs at school, ever	2	5	A9.9
Current cigarette smoking [¶]	0	1	A10.3
Current vaping [¶]	3	12	A10.3

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.”

[§] Past 12 months.

[¶] Past 30 days.

^Φ In-School and Hybrid Models only.

Table A2.2**Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health**

	Grade 9 %	Grade 11 %	Table
Routines			
Eating of breakfast ^l	60	57	A11.1
Bedtime (before 11 pm)	37	22	A4.1
Sleep deprivation (less than 8 hours)	13	30	A4.1
Physical exercise (meets standards) ^{ll}	90	79	A4.4
Learning from Home			
Average days worked on schoolwork (≥ 5) ^{ll} ^δ	82	81	A5.1
Synchronous instruction (4 days or more) ^{ll} ^δ	96	96	A5.1
Interest in schoolwork done from home ^δ	25	19	A5.3
Meaningful opportunities [‡] ^δ	39	37	A5.2
Adult and Peer Relationships			
Adult supports [‡]	85	81	A7.7
Peer supports [‡]	81	82	A7.6
Virtual peer interactions (4 days or more) ^{ll}	78	84	A4.3
Cyberbullying [§]	25	24	A8.3
Social and Emotional Health			
Social emotional distress [‡]	37	42	A7.10
Experienced chronic sadness/hopelessness [§]	36	42	A7.1
Considered suicide [§]	13	14	A7.2
Self-Efficacy [‡]	81	78	A7.3
Self-Awareness [‡]	74	68	A7.4
Problem Solving [‡]	60	58	A7.5
Optimism [‡]	57	52	A7.8
Gratitude [‡]	74	70	A7.9

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

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

^lToday.

^{ll}Past 30 days.

^δRemote and Hybrid Models only.

^{ll}Past 7 days.

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

[§]Past 12 months.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 9 %	Grade 11 %
In-School Model	1	0
Remote Learning Model	99	100
Hybrid Model (in school on alternate days)	0	0
Hybrid Model (in school half days)	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.”

Hybrid Model (in school on alternate days) - Respondents selecting “I went to school in person at my school building for the entire day on some weekdays and participated in school from home on other weekdays.”

Hybrid Model (in school half days) - Respondents selecting “I went to school in person at my school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays.”

Table A3.2

Gender of Sample

	Grade 9 %	Grade 11 %
Male	44	46
Female	54	53
Nonbinary	2	1
Something else	1	0

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

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

Table A3.3
Sexual Orientation

	Grade 9 %	Grade 11 %
Straight (not gay)	84	79
Lesbian or Gay	3	3
Bisexual	5	9
Something else	1	2
Not sure	4	4
Decline to respond	3	3

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

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

Table A3.4
Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	97	96
Yes, I am transgender	0	1
I am not sure if I am transgender	1	0
Decline to respond	2	2

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

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

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

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	0	0
Asian or Asian American	11	14
Black or African American	1	2
Hispanic or Latinx	11	11
Native Hawaiian or Pacific Islander	0	1
White	61	59
Mixed (two or more) ethnics	15	12
Something else	1	1

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

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

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

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	98	99
Other relative's home	0	1
A home with more than one family	1	0
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	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***Highest Education of Parents***

	Grade 9 %	Grade 11 %
Did not finish high school	2	3
Graduated from high school	1	2
Attended college but did not complete four-year degree	2	3
Graduated from college	93	90
Don't know	3	3

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

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

Table A3.8***Free or Reduced Price Meals Eligibility***

	Grade 9 %	Grade 11 %
No	72	86
Yes	6	3
Don't know	22	11

Question HS/MS A.12, 13: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.) [In-school/Hybrid only]... Last year, did you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.) [Remote only]

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

Table A3.9***Language Spoken at Home***

	Grade 9 %	Grade 11 %
English	93	91
Spanish	1	2
Mandarin	0	2
Cantonese	0	1
Taiwanese	0	0
Tagalog	0	0
Vietnamese	0	1
Korean	0	1
Arabic	0	0
Other	4	4

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

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

Table A3.10
English Language Proficiency – All Students

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	97	95
Well	2	5
Not well	0	0
Not at all	0	0
speak English?		
Very well	93	94
Well	6	4
Not well	1	1
Not at all	0	0
read English?		
Very well	93	92
Well	7	8
Not well	0	1
Not at all	0	0
write English?		
Very well	88	90
Well	11	9
Not well	1	1
Not at all	0	0
English Language Proficiency Status		
Proficient	92	92
Not proficient	8	8

Question HS/MS A.15-18: 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 A3.11***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 9 %	Grade 11 %
<i>How well do you...</i>		
understand English?		
Very well	91	82
Well	6	18
Not well	0	0
Not at all	3	0
speak English?		
Very well	81	76
Well	16	18
Not well	0	6
Not at all	3	0
read English?		
Very well	84	76
Well	13	18
Not well	0	6
Not at all	3	0
write English?		
Very well	75	71
Well	22	26
Not well	0	3
Not at all	3	0
<i>English Language Proficiency Status</i>		
Proficient	78	76
Not proficient	22	24

Question HS/MS A.14-18: 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 A3.12***Number of Days Attending Afterschool Program (In-School and Hybrid Only)***

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

Question HS/MS A.28: 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 A3.13***Military Connections***

	Grade 9 %	Grade 11 %
No	97	98
Yes	2	2
Don't know	1	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

Sleep Schedule

	Grade 9 %	Grade 11 %
What time did you go to bed last night?		
Before 7:00 pm	0	0
7:00-7:59 pm	0	0
8:00-8:59 pm	2	1
9:00-9:59 pm	7	4
10:00-10:59 pm	28	18
11:00-11:59 pm	30	26
12:00-12:59 am	20	29
After 1:00 am	12	23
What time did you wake up this morning?		
Before 5:00 am	1	0
5:00-5:59 am	2	3
6:00-6:59 am	13	16
7:00-7:59 am	30	26
8:00-8:59 am	19	25
9:00-9:59 am	28	23
10:00-10:59 am	7	7
11:00-11:59 am	0	0
12 pm or later	0	0
Sleep duration		
Less than 6 hours	2	4
6-7 hours	11	25
8-9 hours	56	52
10-11 hours	29	18
12 hours or more	1	1
<i>Sleep deprivation (less than 8 hours)</i>	13	30

Question HS/MS A.19, 20: What time did you go to bed last night?... What time did you wake up this morning?

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

Table A4.2**Attending School in Person (Hybrid Only)**

	Grade 9 %	Grade 11 %
Are you attending school in person today?		
No		
Yes		
In the past 30 days, how many days in an average week did you go to school in person?		
0 days		
1 day		
2 days		
3 days		
4 days		
5 days		

Question HS/MS A.24, 25: In the past 30 days, how many days in an average week did you go to school in person?... Are you attending school in person today?

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

Table A4.3**Peer Interactions (Virtual), Past 7 Days**

	Grade 9 %	Grade 11 %
0 days	4	3
1 day	5	4
2 days	6	4
3 days	7	5
4 days	6	9
5 days	9	8
6 days	7	6
7 days	56	60

Question HS/MS A.68: On how many of the past 7 days did you talk to your friends by phone, computer, or tablet (iPad)?

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

Table A4.4***Number of Days Exercising, Past 7 Days***

	Grade 9 %	Grade 11 %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard		
0 days	3	8
1 day	3	7
2 days	6	10
3 days	8	12
4 days	12	13
5 days	18	12
6 days	14	11
7 days	36	26
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard		
0 days	9	12
1 day	7	11
2 days	12	12
3 days	10	14
4 days	10	11
5 days	11	8
6 days	5	6
7 days	34	25
<i>Meets aerobic physical fitness standards</i>	90	79

Question HS/MS A.69, 70: On how many of the past 7 days did you... exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, fast bicycling, fast dancing, or similar aerobic activities.)... participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, raking leaves, or mopping floors.)

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

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (*Remote and Hybrid Only*)

	Grade 9 %	Grade 11 %
Time started schoolwork from home today[#]		
Before 7:00 am	4	4
7:00-7:59 am	12	14
8:00-8:59 am	26	26
9:00-9:59 am	15	17
10:00-10:59 am	29	26
11:00-11:59 am	5	4
12 pm or later	8	9
Time spent on learning and completing schoolwork from home on the average weekday		
Less than 1 hour	1	1
Between 1 and 2 hours	7	5
Between 2 and 3 hours	8	7
Between 3 and 4 hours	21	18
Between 4 and 5 hours	30	22
More than 5 hours	34	47
Number of days in the past week participating in an online class from home where your teacher talked to students		
0 days	0	1
1 day	0	0
2 days	1	1
3 days	1	2
4 days	9	15
5 days	88	80

Question HS/MS A.30-33: On the weekdays you participated in school from home, how much of your day did you spend learning and completing schoolwork on the average day? [Hybrid only]... On the average weekday, how much of your day did you spend learning and completing schoolwork from home? [Remote only]... What time did you start your schoolwork from home today?... 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)?

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

[#]Based on 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” to question “Which of the following best describes your school schedule during the past 30 days?” or “No” to question “Are you attending school in person today?”

Table A5.1***Remote Learning Schedule and Instructional Time – Continued (Remote and Hybrid Only)***

	Grade 9 %	Grade 11 %
Number of weekdays participating in school from home for the entire school day		
0 days	1	1
1 day	0	0
2 days	2	1
3 days	3	3
4 days	12	15
5 days	82	81

Question HS/MS A.29: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?

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

Table A5.2***Interesting Activities Provided for Student in Remote Learning (Remote and Hybrid Only)***

	Grade 9 %	Grade 11 %
Not at all true	25	28
A little true	36	35
Pretty much true	22	24
Very much true	17	13

Question HS/MS A.57: 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 and Hybrid Only)***

	Grade 9 %	Grade 11 %
Strongly disagree	19	23
Disagree	23	28
Neither disagree nor agree	34	29
Agree	21	15
Strongly agree	4	4

Question HS/MS A.50: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	48	40
A's and B's	31	39
Mostly B's	7	8
B's and C's	9	7
Mostly C's	2	2
C's and D's	2	2
Mostly D's	0	1
Mostly F's	1	1

Question HS/MS A.36: 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 (In-School and Hybrid Only)

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days		
1 day		
2 days		
3 or more days		

Question HS/MS A.22, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]... In the past 30 days, how often did you miss an entire day of in-person school for any reason? [Hybrid only]

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

Table A6.3***Missing School from Home, Past 30 Days (Remote and Hybrid Only)***

	Grade 9 %	Grade 11 %
I did not miss an entire day of remote learning classes	90	83
1 day	6	12
2 days	2	4
3 or more days	2	2

Question HS/MS A.34: In the past 30 days, how often did you miss an entire day of remote learning classes for any reason?

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

Table A6.4***Missing Classes at School, Past 30 Days (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
I did not miss any classes/scheduled in-person classes		
1-2 classes		
3-4 classes		
5 or more classes		

Question HS/MS A.23, 27: In the past 30 days, how many classes did you miss for any reason? [In-school only]...

In the past 30 days, how many in-person school classes did you miss for any reason? [Hybrid only]

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

Table A6.5***Missing Remote Classes, Past 30 Days (Remote and Hybrid Only)***

	Grade 9 %	Grade 11 %
I did not miss any remote learning classes	68	58
1-2 classes	24	32
3-4 classes	6	6
5 or more classes	1	4

Question HS/MS A.35: In the past 30 days, how many remote learning classes did you miss for any reason?

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

Table A6.6***Reasons for Absence, Past 30 Days***

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

Question HS/MS A.37-39: 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 in-person school or school from home for any of the following reasons? (Mark All That Apply.) [Hybrid 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 A6.7***School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	Grade 9 %	Grade 11 %	Table
Total school supports			
Caring adults in school [‡]	52	54	A6.8
High expectations-adults in school [‡]	68	63	A6.9
Meaningful participation at school ^{‡Φ}			A6.10
School connectedness ^{†Φ}			A6.11
Academic motivation [†]	66	61	A6.12
Promotion of parent involvement in school [†]	36	35	A6.14

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

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

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

^Φ*In-School and Hybrid Models only.*

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

Table A6.8***Caring Relationships Scale Questions***

	Grade 9 %	Grade 11 %
Caring adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	52	54
<i>There is a teacher or some other adult from my school... who really cares about me.</i>		
Not at all true	19	17
A little true	39	37
Pretty much true	26	27
Very much true	16	20
<i>who notices when I’m not there.</i>		
Not at all true	20	23
A little true	31	31
Pretty much true	27	26
Very much true	22	20
<i>who listens to me when I have something to say.</i>		
Not at all true	12	9
A little true	23	24
Pretty much true	35	37
Very much true	30	30

Question HS/MS A.55, 58, 61: 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 A6.9***High Expectations Scale Questions***

	Grade 9 %	Grade 11 %
High expectations-adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	63
<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	11	14
A little true	24	28
Pretty much true	35	33
Very much true	30	25
<i>who always wants me to do my best.</i>		
Not at all true	6	8
A little true	18	21
Pretty much true	38	38
Very much true	38	32
<i>who believes that I will be a success.</i>		
Not at all true	11	12
A little true	27	27
Pretty much true	33	33
Very much true	29	28

Question HS/MS A.56, 59, 62: 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 A6.10

Meaningful Participation Scale Questions (In-School and Hybrid Only)

	Grade 9 %	Grade 11 %
Meaningful participation at school		
<i>Average reporting “Pretty much true” or “Very much true”</i>		
<i>At school,...</i>		
I do interesting activities.		
Not at all true		
A little true		
Pretty much true		
Very much true		
I help decide things like class activities or rules.		
Not at all true		
A little true		
Pretty much true		
Very much true		
I do things that make a difference.		
Not at all true		
A little true		
Pretty much true		
Very much true		
I have a say in how things work.		
Not at all true		
A little true		
Pretty much true		
Very much true		
I help decide school activities or rules.		
Not at all true		
A little true		
Pretty much true		
Very much true		

Question HS/MS A.63-67: At school,... 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 A6.11***School Connectedness Scale Questions (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
School connectedness		
<i>Average reporting “Agree” or “Strongly agree”</i>		
I feel close to people at this school.		
Strongly disagree		
Disagree		
Neither disagree nor agree		
Agree		
Strongly agree		
I am happy to be at this school.		
Strongly disagree		
Disagree		
Neither disagree nor agree		
Agree		
Strongly agree		
I feel like I am part of this school.		
Strongly disagree		
Disagree		
Neither disagree nor agree		
Agree		
Strongly agree		
The teachers at this school treat students fairly.		
Strongly disagree		
Disagree		
Neither disagree nor agree		
Agree		
Strongly agree		
I feel safe in my school.		
Strongly disagree		
Disagree		
Neither disagree nor agree		
Agree		
Strongly agree		

Question HS/MS A.40-44: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A6.12***Academic Motivation Scale Questions***

	Grade 9 %	Grade 11 %
Academic motivation		
<i>Average reporting “Agree” or “Strongly agree”</i>	66	61
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	1	4
Disagree	3	2
Neither disagree nor agree	12	14
Agree	43	42
Strongly agree	41	38
I try hard on my schoolwork because I am interested in it.		
Strongly disagree	14	13
Disagree	22	29
Neither disagree nor agree	27	28
Agree	27	24
Strongly agree	9	6
I work hard to try to understand new things when doing my schoolwork.		
Strongly disagree	5	6
Disagree	11	12
Neither disagree nor agree	23	21
Agree	39	45
Strongly agree	22	16
I am always trying to do better in my schoolwork.		
Strongly disagree	1	4
Disagree	4	5
Neither disagree nor agree	15	20
Agree	45	41
Strongly agree	35	29

Question HS/MS A.51-54: 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 A6.13***Maintaining Focus on Schoolwork***

	Grade 9 %	Grade 11 %
It is hard for me to stay focused when doing my schoolwork.		
Strongly disagree	3	5
Disagree	18	10
Neither disagree nor agree	16	14
Agree	32	32
Strongly agree	32	39

Question HS/MS A.49: 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 A6.14***Promotion of Parent Involvement Scale Questions***

	Grade 9 %	Grade 11 %
Promotion of parent involvement in school		
<i>Average reporting “Agree” or “Strongly agree”</i>	36	35
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	6	9
Disagree	28	26
Neither disagree nor agree	32	32
Agree	29	29
Strongly agree	5	4
Parents feel welcome to participate at this school.		
Strongly disagree	5	7
Disagree	15	19
Neither disagree nor agree	42	37
Agree	32	33
Strongly agree	5	4
School staff take parent concerns seriously.		
Strongly disagree	5	8
Disagree	16	19
Neither disagree nor agree	42	37
Agree	31	30
Strongly agree	7	6

Question HS/MS A.46-48: 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 A6.15
Checking Student Progress

	Grade 9 %	Grade 11 %
A teacher or some other adult from my school checks on how I am doing		
Not at all true	31	29
A little true	30	29
Pretty much true	22	23
Very much true	16	18

Question HS/MS A.60: There is a teacher or some other adult from my school... who checks on how I am doing.
Note: Cells are empty if there are less than 10 respondents.

Table A6.16
Quality of School Physical Environment (In-School and Hybrid Only)

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree		
Disagree		
Neither disagree nor agree		
Agree		
Strongly agree		

Question HS/MS A.45: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	64	58
Yes	36	42

Question HS A.153/MS A.141: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	87	86
Yes	13	14

Question HS A.154/MS A.142: 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
Self-Efficacy Scale Questions

	Grade 9 %	Grade 11 %
Self-efficacy		
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	78
I can work out my problems.		
Not at all true	2	3
A little true	20	24
Pretty much true	45	43
Very much true	32	31
I can do most things if I try.		
Not at all true	2	3
A little true	13	12
Pretty much true	42	46
Very much true	44	40
There are many things that I do well.		
Not at all true	3	6
A little true	16	19
Pretty much true	35	36
Very much true	46	40

Question HS A.165-167/MS A.153-155: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table A7.4
Self-Awareness Scale Questions

	Grade 9 %	Grade 11 %
Self-awareness		
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	68
There is a purpose to my life.		
Not at all true	6	10
A little true	16	20
Pretty much true	29	26
Very much true	50	44
I understand my moods and feelings.		
Not at all true	10	11
A little true	20	24
Pretty much true	39	34
Very much true	31	32
I understand why I do what I do.		
Not at all true	7	8
A little true	20	24
Pretty much true	39	36
Very much true	34	32

Question HS A.168-170/MS A.156-158: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table A7.5
Problem Solving Scale Questions

	Grade 9 %	Grade 11 %
Problem solving		
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	58
When I need help I find someone to talk with.		
Not at all true	14	17
A little true	25	22
Pretty much true	31	32
Very much true	31	29
I try to work out my problems by talking or writing about them.		
Not at all true	26	24
A little true	26	29
Pretty much true	25	28
Very much true	23	19
I trust my ability to solve difficult problems.		
Not at all true	6	9
A little true	23	24
Pretty much true	43	37
Very much true	29	30

Question HS A.171, 175, 176/MS A.159, 163, 164: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Table A7.6
Peer Supports Scale Questions

	Grade 9 %	Grade 11 %
Peer supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	82
I have a friend my age who really cares about me.		
Not at all true	4	3
A little true	6	9
Pretty much true	20	14
Very much true	70	73
I have a friend my age who talks with me about my problems.		
Not at all true	11	9
A little true	15	13
Pretty much true	18	14
Very much true	56	64
I have a friend my age who helps me when I’m having a hard time.		
Not at all true	8	8
A little true	13	12
Pretty much true	20	15
Very much true	59	66

Question HS A.183-185/MS A.171-173: How true do you feel these statements are about your friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

Table A7.7***Adult Supports Scale Questions***

	Grade 9 %	Grade 11 %
Adult supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	85	81
<i>How true do you feel these statements are about your family?</i>		
There is an adult who really cares about me.		
Not at all true	2	3
A little true	4	5
Pretty much true	13	14
Very much true	81	78
There is an adult who talks with me about my problems.		
Not at all true	9	12
A little true	14	14
Pretty much true	20	20
Very much true	57	54
There is an adult who helps me when I am having a hard time.		
Not at all true	6	8
A little true	11	15
Pretty much true	20	20
Very much true	64	57

Question HS A.180-182/MS A.168-170: How true do you feel these statements are about your family?... There is an adult who really cares about me... There is an adult who talks with me about my problems... There is an adult who helps me when I am having a hard time.

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

Table A7.8
Optimism Scale Questions

	Grade 9 %	Grade 11 %
Optimism		
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	52
Each day I look forward to having a lot of fun.		
Not at all true	14	24
A little true	32	29
Pretty much true	28	24
Very much true	25	23
I usually expect to have a good day.		
Not at all true	13	21
A little true	32	28
Pretty much true	29	28
Very much true	25	23
Overall, I expect more good things to happen to me than bad things.		
Not at all true	15	16
A little true	23	27
Pretty much true	35	27
Very much true	27	29

Question HS A.172-174/MS A.160-162: 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 A7.9
Gratitude Scale Questions

	Grade 9 %	Grade 11 %
Gratitude		
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	70
On most days I feel grateful.		
Not at all true	6	8
A little true	22	22
Pretty much true	35	35
Very much true	38	36
On most days I feel thankful.		
Not at all true	6	8
A little true	19	22
Pretty much true	36	34
Very much true	38	37
On most days I feel appreciative.		
Not at all true	7	8
A little true	19	22
Pretty much true	35	34
Very much true	39	36

Question HS A.177-179/MS A.165-167: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table A7.10
Social Emotional Distress Scale Questions

	Grade 9 %	Grade 11 %
Social emotional distress		
<i>Average reporting “Pretty much true” or “Very much true”</i>	37	42
I had a hard time breathing because I was anxious.		
Not at all true	48	45
A little true	26	25
Pretty much true	10	13
Very much true	16	16
I worried that I would embarrass myself in front of others.		
Not at all true	27	29
A little true	29	25
Pretty much true	20	24
Very much true	24	23
I was tense and uptight.		
Not at all true	33	28
A little true	27	25
Pretty much true	18	23
Very much true	22	24
I had a hard time relaxing.		
Not at all true	31	25
A little true	25	25
Pretty much true	19	22
Very much true	25	28

Question HS A.155-158/MS A.143-146: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.

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

Table A7.10
Social Emotional Distress Scale Questions – Continued

	Grade 9 %	Grade 11 %
I felt sad and down.		
Not at all true	31	26
A little true	26	22
Pretty much true	16	20
Very much true	27	32
I was easily irritated.		
Not at all true	26	19
A little true	26	28
Pretty much true	23	26
Very much true	25	28
It was hard for me to cope and I thought I would panic.		
Not at all true	51	47
A little true	19	20
Pretty much true	13	13
Very much true	16	19
It was hard for me to get excited about anything.		
Not at all true	51	41
A little true	22	26
Pretty much true	12	13
Very much true	15	20

Question HS A.159-162/MS A.147-150: Over the past 30 days, how true do you feel these statements are about you?... 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.

Table A7.10
Social Emotional Distress Scale Questions – Continued

	Grade 9 %	Grade 11 %
I was easily annoyed and sensitive.		
Not at all true	32	28
A little true	27	26
Pretty much true	18	22
Very much true	23	24
I was scared for no good reason.		
Not at all true	57	52
A little true	16	19
Pretty much true	11	14
Very much true	15	15

Question HS A.163, 164/MS A.151, 152: Over the past 30 days, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.

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 and Hybrid Only)

	Grade 9 %	Grade 11 %
Very safe		
Safe		
Neither safe nor unsafe		
Unsafe		
Very unsafe		

Question HS A.128/MS A.116: 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 on School Property, Past 12 Months (In-School and Hybrid Only)**

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times		
1 time		
2 or more times		
Religion		
0 times		
1 time		
2 or more times		
Gender		
0 times		
1 time		
2 or more times		
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times		
1 time		
2 or more times		
A physical or mental disability		
0 times		
1 time		
2 or more times		
Any of the above five reasons		

Question HS A.144-148/MS A.132-136: 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... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months – Continued *(In-School and Hybrid Only)*

	Grade 9 %	Grade 11 %
You are an immigrant or someone thought you were		
0 times		
1 time		
2 or more times		
Any other reason		
0 times		
1 time		
2 or more times		
Any harassment		

Question HS A.144-150/MS A.132-138: 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... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A8.3

School Violence Victimization Scale Questions (In-School and Hybrid Only)

	Grade 9 %	Grade 11 %
School violence victimization		
<i>Average reporting “1 or more times”</i>		
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?		
0 times		
1 time		
2 to 3 times		
4 or more times		
been afraid of being beaten up?		
0 times		
1 time		
2 to 3 times		
4 or more times		
had mean rumors or lies spread about you?		
0 times		
1 time		
2 to 3 times		
4 or more times		
had sexual jokes, comments, or gestures made to you?		
0 times		
1 time		
2 to 3 times		
4 or more times		

Question HS A.129, 130, 132, 133/MS A.117, 118, 120, 121: 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?... been afraid of being beaten up?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
been made fun of because of your looks or the way you talk? (<i>In-School and Hybrid Only</i>)		
0 times		
1 time		
2 to 3 times		
4 or more times		
had your property stolen or deliberately damaged? (<i>In-School and Hybrid Only</i>)		
0 times		
1 time		
2 to 3 times		
4 or more times		
been made fun of, insulted, or called names? (<i>In-School and Hybrid Only</i>)		
0 times		
1 time		
2 to 3 times		
4 or more times		
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?		
0 times (never)	75	76
1 time	14	11
2 to 3 times	6	7
4 or more times	5	6

Question HS A.134, 135, 143, 151/MS A.122, 123, 131, 139: 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?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... 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 and Hybrid Only)

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

Question HS A.131, 136-139/MS A.119, 124-127: 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 and Hybrid Only)***

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

Question HS A.140, 142/MS A.128, 130: 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 and Hybrid Only)***

	Grade 9 %	Grade 11 %
<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		
1 time		
2 to 3 times		
4 or more times		

Question HS A.141/MS A.129: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get “high” [^]	20	50	A9.2
Lifetime alcohol or drug use	23	51	A9.2
Lifetime marijuana use	7	33	A9.2
Lifetime very drunk or high (7 or more times)	2	18	A9.7
Lifetime drinking and driving involvement	5	11	A9.11
Current alcohol or drug use [¶]	10	31	A9.5
Current marijuana use [¶]	3	19	A9.5
Current heavy drug use [¶]	1	13	A9.5
Current heavy alcohol use (binge drinking) [¶]	5	15	A9.5
Current alcohol or drug use on school property ^{¶ψ}			A9.8
Harmfulness of occasional marijuana use ^{BΦ}			A9.12
Difficulty of obtaining marijuana ^{CΦ}			A9.13

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

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

[¶]*Past 30 days.*

^ψ*In-School Models only.*

^Φ*In-School and Hybrid Models only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 9 %	Grade 11 %
Alcohol	18	45
Marijuana	7	33
Inhalants	2	5
Cocaine, methamphetamine, or any amphetamines	0	1
Heroin	0	0
Ecstasy, LSD, or other psychedelics	1	3
Prescription pain medication (opioids)	2	3
Tranquilizers or sedatives	0	3
Diet pills or other prescription stimulant	5	8
Cold/cough medicines or other over-the-counter medicines to get “high”	5	6
Any other drug, pill, or medicine to get “high”	1	2
<i>Any of the above AOD use</i>	23	51
<i>Any illicit AOD use to get “high”[^]</i>	20	50

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

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

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	82	55
1 time	4	5
2 to 3 times	6	9
4 or more times	8	31
Marijuana (smoke, vape, eat, or drink)		
0 times	93	67
1 time	1	5
2 to 3 times	2	6
4 or more times	4	22
Inhalants		
0 times	98	95
1 time	1	2
2 to 3 times	0	1
4 or more times	1	2
Cocaine, methamphetamine, or any amphetamines		
0 times	100	99
1 time	0	1
2 to 3 times	0	0
4 or more times	0	0
Heroin		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Ecstasy, LSD, or other psychedelics		
0 times	99	97
1 time	0	1
2 to 3 times	0	1
4 or more times	0	1

Question HS A.74-77, 79, 80/MS A.75-77: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

Table A9.3
Lifetime AOD Use – Continued

	Grade 9 %	Grade 11 %
Prescription pain medication		
0 times	98	97
1 time	1	1
2 to 3 times	1	1
4 or more times	1	2
Tranquilizers or sedatives		
0 times	100	97
1 time	0	2
2 to 3 times	0	0
4 or more times	0	1
Diet pills		
0 times	98	97
1 time	0	0
2 to 3 times	1	0
4 or more times	1	2
Ritalin or Adderall or other prescription stimulant		
0 times	97	94
1 time	1	2
2 to 3 times	0	1
4 or more times	2	4
Cold/cough medicines or other over-the-counter medicines to get “high”		
0 times	95	94
1 time	1	2
2 to 3 times	1	1
4 or more times	2	3

Question HS A.81-85: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Diet pills (Didrex, Dexedrine, Xenadrine, Skittles, M&M’s)... Ritalin or Adderall or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high.”

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

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

	Grade 9 %	Grade 11 %
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 times	99	98
1 time	0	0
2 to 3 times	0	1
4 or more times	1	1

Question HS A.86/MS A.79: During your life, how many times have you used the following?... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A9.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 11 %
During your life, how many times have you used marijuana in any of the following ways...		
Smoke it?		
0 times	94	72
1 time	1	6
2 to 3 times	3	5
4 or more times	2	17
In a vaping device?		
0 times	94	71
1 time	1	4
2 to 3 times	2	6
4 or more times	2	19
Eat or drink it in products made with marijuana?		
0 times	97	80
1 time	1	6
2 to 3 times	2	5
4 or more times	0	10

Question HS A.90-92/MS A.83-85: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	9	27
Binge drinking (5 or more drinks in a row)	5	15
Marijuana (smoke, vape, eat, or drink)	3	19
Inhalants	0	1
Prescription drugs to get “high” or for reasons other than prescribed	0	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1
<i>Any drug use</i>	3	19
<i>Heavy drug use</i>	1	13
<i>Any AOD Use</i>	10	31
Two or more substances at the same time	1	7

Question HS A.96-102/MS A.89-93: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

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

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	91	73
1 or 2 days	7	17
3 to 9 days	1	8
10 to 19 days	1	2
20 to 30 days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	95	85
1 or 2 days	4	10
3 to 9 days	0	4
10 to 19 days	0	1
20 to 30 days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	97	81
1 or 2 days	2	6
3 to 9 days	1	6
10 to 19 days	0	2
20 to 30 days	0	4

Question HS A.96-98/MS A.89-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	91	73
1 to 2 times	7	13
3 to 6 times	2	7
7 or more times	0	7
“High” (loaded, stoned, or wasted) from using drugs		
0 times	93	74
1 to 2 times	3	5
3 to 6 times	1	4
7 or more times	2	17
<i>Very drunk or “high” 7 or more times</i>	2	18

Question HS A.87, 88/MS A.80, 81: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	Grade 9 %	Grade 11 %
Alcohol		
0 days		
1 to 2 days		
3 or more days		
Marijuana (smoke, vape, eat, or drink)		
0 days		
1 to 2 days		
3 or more days		
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 days		
1 to 2 days		
3 or more days		
<i>Any of the above</i>		

Question HS A.106-108/MS A.97-99: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

	Grade 9 %	Grade 11 %
0 times	98	95
1 to 2 times	1	2
3 to 6 times	0	1
7 or more times	0	2

Question HS A.89/MS A.82: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

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

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

Question HS A.124, 125: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

Table A9.11***Drinking While Driving, Lifetime***

	Grade 9 %	Grade 11 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using		
Never	95	89
1 time	2	4
2 times	2	2
3 to 6 times	1	3
7 or more times	1	1

Question HS A.127: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?

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

Table A9.12***Perceived Harm of AOD Use (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great		
Moderate		
Slight		
None		
Alcohol - 5 or more drinks once or twice a week		
Great		
Moderate		
Slight		
None		
Marijuana - use occasionally		
Great		
Moderate		
Slight		
None		
Marijuana - use daily		
Great		
Moderate		
Slight		
None		

Question HS A.114-117/MS A.105-108: 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 A9.13***Perceived Difficulty of Obtaining Alcohol and Marijuana (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult		
Fairly difficult		
Fairly easy		
Very easy		
Don't know		
Marijuana		
Very difficult		
Fairly difficult		
Fairly easy		
Very easy		
Don't know		

Question HS A.120, 121/MS A.111, 112: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	2	4	A10.2
Current cigarette smoking [¶]	0	1	A10.3
Current cigarette smoking at school ^{¶ψ}			A10.4
Ever tried smokeless tobacco	1	3	A10.2
Current smokeless tobacco use [¶]	0	1	A10.3
Current smokeless tobacco use at school ^{¶ψ}			A10.4
Ever used vape products	10	30	A10.2
Current use of vape products [¶]	3	12	A10.3
Current vaping at school ^{¶ψ}			A10.4
Cessation Attempts			
Tried to quit or stop using cigarettes ^Φ			A10.6
Tried to quit or stop using vapes ^Φ			A10.6
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking ^{BΦ}			A10.7
Harmfulness of smoking 1 or more packs/day ^{BΦ}			A10.7
Harmfulness of vaping occasionally ^{BΦ}			A10.8
Harmfulness of vaping several times a day ^{BΦ}			A10.8
Difficulty of obtaining cigarettes ^{CΦ}			A10.9
Difficulty of obtaining vape products ^{CΦ}			A10.9
Anti-Tobacco Policy			
School bans tobacco use and vaping ^Φ			A10.10

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

[¶]Past 30 days.

^ψIn-School Models only.

^ΦIn-School and Hybrid Models only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	98	96
1 time	1	1
2 to 3 times	1	2
4 or more times	0	1
Smokeless tobacco		
0 times	99	97
1 time	0	0
2 to 3 times	0	2
4 or more times	0	1
Vape products		
0 times	90	70
1 time	2	6
2 to 3 times	2	6
4 or more times	5	17

Question HS A.71-73/MS A.72-74: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Table A10.3***Any Current Use and Daily Use***

	Grade 9 %	Grade 11 %
Cigarettes		
Any	0	1
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	0	1
Daily (20 or more days)	0	0
Vape products		
Any	3	12
Daily (20 or more days)	1	2

Question HS A.93-95/MS A.86-88: 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 A10.4**Current Smoking on School Property, Past 30 Days (In-School Only)**

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

Question HS A.103-105/MS A.94-96: 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 A10.5***Secondhand Smoke on School Property, Past 30 days (In-School Only)***

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

Question HS A.109/MS A.100: 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 A10.6***Cigarette Smoking and Vaping Cessation Attempts (In-School and Hybrid Only)***

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

Question HS A.122, 123: How many times have you tried to quit or stop using... cigarettes?... vapes?

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

Table A10.7***Perceived Harm of Cigarette Smoking (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great		
Moderate		
Slight		
None		
Smoke 1 or more packs of cigarettes each day		
Great		
Moderate		
Slight		
None		

Question HS A.110, 111/MS A.101, 102: 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 A10.8***Perceived Harm of Using Vape Products (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Use vape products occasionally		
Great		
Moderate		
Slight		
None		
Use vape products several times a day		
Great		
Moderate		
Slight		
None		

Question HS A.112, 113/MS A.103, 104: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).

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

Table A10.9***Perceived Difficulty of Obtaining Cigarettes and Vape Products (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult		
Fairly difficult		
Fairly easy		
Very easy		
Don't know		
Vape products		
Very difficult		
Fairly difficult		
Fairly easy		
Very easy		
Don't know		

Question HS A.118, 119/MS A.109, 110: 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 A10.10***School Bans Tobacco Use and Vaping (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
No		
Yes		
Don't know		

Question HS A.126/MS A.113: Does your school have a policy that bans 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

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	40	43
Yes	60	57

Question HS/MS A.21: Did you eat breakfast today?

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

Table A11.2

Gang Involvement (In-School and Hybrid Only)

	Grade 9 %	Grade 11 %
No		
Yes		

Question HS A.152/MS A.140: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 11 %
School Connectedness[†] (<i>In-School and Hybrid Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Academic Motivation[†]		
American Indian or Alaska Native		
Asian or Asian American	72	63
Black or African American		
Hispanic or Latinx	74	55
Native Hawaiian or Pacific Islander		
White	63	60
Mixed (two or more) ethnics	65	69
Something else		
Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		

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

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

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

	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork[†]		
American Indian or Alaska Native		
Asian or Asian American	34	8
Black or African American		
Hispanic or Latinx	17	16
Native Hawaiian or Pacific Islander		
White	18	16
Mixed (two or more) ethnics	26	14
Something else		
Caring adults in school[‡]		
American Indian or Alaska Native		
Asian or Asian American	50	58
Black or African American		
Hispanic or Latinx	56	44
Native Hawaiian or Pacific Islander		
White	51	56
Mixed (two or more) ethnics	55	50
Something else		
High expectations-adults in school[‡]		
American Indian or Alaska Native		
Asian or Asian American	72	68
Black or African American		
Hispanic or Latinx	67	50
Native Hawaiian or Pacific Islander		
White	65	65
Mixed (two or more) ethnics	72	67
Something else		

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Meaningful participation at school[‡] (<i>In-School and Hybrid Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Facilities upkeep[†] (<i>In-School and Hybrid Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Promotion of parent involvement in School[†]		
American Indian or Alaska Native		
Asian or Asian American	38	39
Black or African American		
Hispanic or Latinx	48	29
Native Hawaiian or Pacific Islander		
White	36	37
Mixed (two or more) ethnics	31	34
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 (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Experienced harassment due to five reasons at school^{λ§}		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Experienced any harassment or bullying at school[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		

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

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)

	Grade 9 %	Grade 11 %
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		
Mixed (two or more) ethnics		
Something else		
Been afraid of being beaten up[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Been in a physical fight[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		

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

[§]Past 12 months.

Table A12.2***School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Seen a weapon on campus^{\$}		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		

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

^{\$}Past 12 months.

Table A12.3
Substance Use by Race/Ethnicity

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
American Indian or Alaska Native		
Asian or Asian American	2	14
Black or African American		
Hispanic or Latinx	12	36
Native Hawaiian or Pacific Islander		
White	11	35
Mixed (two or more) ethnics	9	29
Something else		
Current marijuana use[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	10
Black or African American		
Hispanic or Latinx	5	17
Native Hawaiian or Pacific Islander		
White	2	22
Mixed (two or more) ethnics	5	17
Something else		
Current binge drinking[¶]		
American Indian or Alaska Native		
Asian or Asian American	2	6
Black or African American		
Hispanic or Latinx	5	17
Native Hawaiian or Pacific Islander		
White	6	18
Mixed (two or more) ethnics	4	7
Something else		

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

[¶]Past 30 days.

Table A12.3***Substance Use by Race/Ethnicity – Continued***

	Grade 9 %	Grade 11 %
Very drunk or “high” 7 or more times, ever		
American Indian or Alaska Native		
Asian or Asian American	0	10
Black or African American		
Hispanic or Latinx	5	21
Native Hawaiian or Pacific Islander		
White	2	20
Mixed (two or more) ethnics	4	20
Something else		
Been drunk or “high” on drugs at school, ever		
American Indian or Alaska Native		
Asian or Asian American	0	4
Black or African American		
Hispanic or Latinx	7	5
Native Hawaiian or Pacific Islander		
White	1	5
Mixed (two or more) ethnics	2	5
Something else		
Current alcohol use[¶]		
American Indian or Alaska Native		
Asian or Asian American	2	12
Black or African American		
Hispanic or Latinx	12	31
Native Hawaiian or Pacific Islander		
White	11	32
Mixed (two or more) ethnics	4	20
Something else		

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

[¶]Past 30 days.

Table A12.3***Substance Use by Race/Ethnicity – Continued***

	Grade 9 %	Grade 11 %
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		
Mixed (two or more) ethnics		
Something else		
Current cigarette smoking[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latinx	0	2
Native Hawaiian or Pacific Islander		
White	0	1
Mixed (two or more) ethnics	0	3
Something else		
Current vaping[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	6
Black or African American		
Hispanic or Latinx	7	5
Native Hawaiian or Pacific Islander		
White	3	13
Mixed (two or more) ethnics	4	20
Something else		

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

[¶]Past 30 days.

Table A12.4
Routines by Race/Ethnicity

	Grade 9 %	Grade 11 %
Eating of breakfast[‡]		
American Indian or Alaska Native		
Asian or Asian American	57	58
Black or African American		
Hispanic or Latinx	57	47
Native Hawaiian or Pacific Islander		
White	61	59
Mixed (two or more) ethnics	62	48
Something else		
Bedtime (before 11 pm)		
American Indian or Alaska Native		
Asian or Asian American	32	14
Black or African American		
Hispanic or Latinx	35	16
Native Hawaiian or Pacific Islander		
White	37	25
Mixed (two or more) ethnics	47	28
Something else		
Sleep deprivation (less than 8 hours)		
American Indian or Alaska Native		
Asian or Asian American	15	33
Black or African American		
Hispanic or Latinx	9	33
Native Hawaiian or Pacific Islander		
White	13	28
Mixed (two or more) ethnics	15	26
Something else		

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

[‡]*Today.*

Table A12.4***Routines by Race/Ethnicity – Continued***

	Grade 9 %	Grade 11 %
Physical exercise (meets standards)		
American Indian or Alaska Native		
Asian or Asian American	89	71
Black or African American		
Hispanic or Latinx	81	86
Native Hawaiian or Pacific Islander		
White	90	82
Mixed (two or more) ethnics	91	76
Something else		

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

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

^{||}*Past 7 days.*

Table A12.5***Learning from Home by Race/Ethnicity (Remote and Hybrid Only)***

	Grade 9 %	Grade 11 %
Average days worked on schoolwork (5 or more)[¶]		
American Indian or Alaska Native		
Asian or Asian American	94	82
Black or African American		
Hispanic or Latinx	80	76
Native Hawaiian or Pacific Islander		
White	84	81
Mixed (two or more) ethnics	74	80
Something else		
Synchronous instruction (4 days or more)[¶]		
American Indian or Alaska Native		
Asian or Asian American	96	95
Black or African American		
Hispanic or Latinx	95	95
Native Hawaiian or Pacific Islander		
White	97	97
Mixed (two or more) ethnics	93	98
Something else		
Interest in schoolwork done from home		
American Indian or Alaska Native		
Asian or Asian American	24	15
Black or African American		
Hispanic or Latinx	36	12
Native Hawaiian or Pacific Islander		
White	24	22
Mixed (two or more) ethnics	23	19
Something else		

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

[¶]Past 30 days.

^{||}Past 7 days.

Table A12.5***Learning from Home by Race/Ethnicity – Continued (Remote and Hybrid Only)***

	Grade 9 %	Grade 11 %
Meaningful opportunities[‡]		
American Indian or Alaska Native		
Asian or Asian American	50	29
Black or African American		
Hispanic or Latinx	49	35
Native Hawaiian or Pacific Islander		
White	35	39
Mixed (two or more) ethnics	41	43
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 A12.6***Adult and Peer Relationships by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Adult supports[‡]		
American Indian or Alaska Native		
Asian or Asian American	82	75
Black or African American		
Hispanic or Latinx	80	72
Native Hawaiian or Pacific Islander		
White	87	85
Mixed (two or more) ethnics	81	78
Something else		
Peer supports[‡]		
American Indian or Alaska Native		
Asian or Asian American	79	71
Black or African American		
Hispanic or Latinx	90	80
Native Hawaiian or Pacific Islander		
White	80	85
Mixed (two or more) ethnics	83	83
Something else		
Virtual peer interactions (4 days or more)		
American Indian or Alaska Native		
Asian or Asian American	71	79
Black or African American		
Hispanic or Latinx	79	91
Native Hawaiian or Pacific Islander		
White	80	85
Mixed (two or more) ethnics	79	86
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 7 days.*

Table A12.6***Adult and Peer Relationships by Race/Ethnicity – Continued***

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
American Indian or Alaska Native		
Asian or Asian American	14	14
Black or African American		
Hispanic or Latinx	26	12
Native Hawaiian or Pacific Islander		
White	27	29
Mixed (two or more) ethnics	24	24
Something else		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
American Indian or Alaska Native		
Asian or Asian American	30	35
Black or African American		
Hispanic or Latinx	43	39
Native Hawaiian or Pacific Islander		
White	38	43
Mixed (two or more) ethnics	32	44
Something else		
Experienced chronic sadness/hopelessness[§]		
American Indian or Alaska Native		
Asian or Asian American	18	34
Black or African American		
Hispanic or Latinx	48	43
Native Hawaiian or Pacific Islander		
White	38	43
Mixed (two or more) ethnics	35	44
Something else		
Considered suicide[§]		
American Indian or Alaska Native		
Asian or Asian American	14	6
Black or African American		
Hispanic or Latinx	21	10
Native Hawaiian or Pacific Islander		
White	11	16
Mixed (two or more) ethnics	15	15
Something else		

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Self-Efficacy[‡]		
American Indian or Alaska Native		
Asian or Asian American	77	71
Black or African American		
Hispanic or Latinx	82	74
Native Hawaiian or Pacific Islander		
White	81	81
Mixed (two or more) ethnics	80	79
Something else		
Self-Awareness[‡]		
American Indian or Alaska Native		
Asian or Asian American	72	60
Black or African American		
Hispanic or Latinx	71	68
Native Hawaiian or Pacific Islander		
White	75	70
Mixed (two or more) ethnics	70	68
Something else		
Problem Solving[‡]		
American Indian or Alaska Native		
Asian or Asian American	60	56
Black or African American		
Hispanic or Latinx	61	52
Native Hawaiian or Pacific Islander		
White	61	60
Mixed (two or more) ethnics	56	62
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 – Continued

	Grade 9 %	Grade 11 %
Optimism[‡]		
American Indian or Alaska Native		
Asian or Asian American	50	49
Black or African American		
Hispanic or Latinx	54	49
Native Hawaiian or Pacific Islander		
White	60	53
Mixed (two or more) ethnics	50	57
Something else		
Gratitude[‡]		
American Indian or Alaska Native		
Asian or Asian American	66	61
Black or African American		
Hispanic or Latinx	79	71
Native Hawaiian or Pacific Islander		
White	75	73
Mixed (two or more) ethnics	71	72
Something else		

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 11 %
School Connectedness[†] (<i>In-School and Hybrid Only</i>)		
Male		
Female		
Nonbinary		
Something else		
Academic Motivation[†]		
Male	65	59
Female	67	61
Nonbinary		
Something else		
Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)		
Male		
Female		
Nonbinary		
Something else		
Maintaining focus on schoolwork[†]		
Male	24	19
Female	19	11
Nonbinary		
Something else		
Caring adults in school[‡]		
Male	54	60
Female	51	47
Nonbinary		
Something else		

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

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

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

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

	Grade 9 %	Grade 11 %
High expectations-adults in school[‡]		
Male	68	65
Female	68	62
Nonbinary		
Something else		
Meaningful participation at school[‡] <i>(In-School and Hybrid Only)</i>		
Male		
Female		
Nonbinary		
Something else		
Facilities upkeep[†] <i>(In-School and Hybrid Only)</i>		
Male		
Female		
Nonbinary		
Something else		
Promotion of parent involvement in School[†]		
Male	35	40
Female	37	31
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 (In-School and Hybrid Only)

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Male		
Female		
Nonbinary		
Something else		
Experienced harassment due to five reasons at school^λ		
Male		
Female		
Nonbinary		
Something else		
Experienced any harassment or bullying at school[§]		
Male		
Female		
Nonbinary		
Something else		
Had mean rumors or lies spread about you[§]		
Male		
Female		
Nonbinary		
Something else		
Been afraid of being beaten up[§]		
Male		
Female		
Nonbinary		
Something else		

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

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

[§]*Past 12 months.*

Table A13.2***School Safety by Gender – Continued (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
Male		
Female		
Nonbinary		
Something else		
Seen a weapon on campus[§]		
Male		
Female		
Nonbinary		
Something else		

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

[§]Past 12 months.

Table A13.3
Substance Use by Gender

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Male	10	29
Female	9	34
Nonbinary		
Something else		
Current marijuana use[¶]		
Male	2	19
Female	3	19
Nonbinary		
Something else		
Current binge drinking[¶]		
Male	5	15
Female	5	15
Nonbinary		
Something else		
Very drunk or “high” 7 or more times, ever		
Male	3	18
Female	1	19
Nonbinary		
Something else		
Been drunk or “high” on drugs at school, ever		
Male	2	6
Female	1	5
Nonbinary		
Something else		
Current alcohol use[¶]		
Male	9	25
Female	9	29
Nonbinary		
Something else		

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

[¶]Past 30 days.

Table A13.3
Substance Use by Gender – Continued

	Grade 9 %	Grade 11 %
Current alcohol use at school[¶] (<i>In-School Only</i>)		
Male		
Female		
Nonbinary		
Something else		
Current cigarette smoking[¶]		
Male	0	2
Female	0	1
Nonbinary		
Something else		
Current vaping[¶]		
Male	3	8
Female	3	16
Nonbinary		
Something else		

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

[¶]Past 30 days.

Table A13.4
Routines by Gender

	Grade 9 %	Grade 11 %
Eating of breakfast		
Male	64	65
Female	58	49
Nonbinary		
Something else		
Bedtime (before 11 pm)		
Male	44	26
Female	33	19
Nonbinary		
Something else		
Sleep deprivation (less than 8 hours)		
Male	11	29
Female	14	30
Nonbinary		
Something else		
Physical exercise (meets standards)		
Male	94	86
Female	88	74
Nonbinary		
Something else		

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

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

[|]*Today.*

^{||}*Past 7 days.*

Table A13.5***Learning from Home by Gender (Remote and Hybrid Only)***

	Grade 9 %	Grade 11 %
Average days worked on schoolwork (5 or more)[¶]		
Male	84	82
Female	83	79
Nonbinary		
Something else		
Synchronous instruction (4 days or more)[¶]		
Male	98	96
Female	95	95
Nonbinary		
Something else		
Interest in schoolwork done from home		
Male	29	18
Female	22	21
Nonbinary		
Something else		
Meaningful opportunities[‡]		
Male	41	41
Female	38	33
Nonbinary		
Something else		

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A13.6
Adult and Peer Relationships by Gender

	Grade 9 %	Grade 11 %
Adult supports[‡]		
Male	88	85
Female	83	78
Nonbinary		
Something else		
Peer supports[‡]		
Male	73	79
Female	87	86
Nonbinary		
Something else		
Virtual peer interactions (4 days or more)		
Male	73	81
Female	82	86
Nonbinary		
Something else		
Cyberbullying[§]		
Male	26	16
Female	23	32
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 7 days.

[§]Past 12 months.

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Male	20	27
Female	48	54
Nonbinary		
Something else		
Experienced chronic sadness/hopelessness[§]		
Male	23	26
Female	45	55
Nonbinary		
Something else		
Considered suicide[§]		
Male	9	9
Female	14	18
Nonbinary		
Something else		
Self-Efficacy[‡]		
Male	84	83
Female	80	75
Nonbinary		
Something else		
Self-Awareness[‡]		
Male	82	75
Female	69	63
Nonbinary		
Something else		
Problem Solving[‡]		
Male	61	60
Female	60	58
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.

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

	Grade 9 %	Grade 11 %
Optimism[‡]		
Male	67	63
Female	50	42
Nonbinary		
Something else		
Gratitude[‡]		
Male	75	77
Female	74	65
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.”

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	642	600
Final number	377	356
Response Rate	59%	59%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 9 %	Grade 11 %	Table
Covitality[†]	71	67	
Belief in self [†]	68	61	P2.2
Belief in others [†]	75	74	P2.2
Emotional competence [†]	82	80	P2.2
Engaged living [†]	61	54	P2.2
Growth mindset[‡]	77	75	P7.1
Goals[†]	87	84	P8.1
Collaboration[†]	72	70	P9.1

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

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

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

[‡]Average percent of respondents reporting “A little true” or “Not at all true.”

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

	Grade 9 %	Grade 11 %	Table
Belief in self	68	61	
Self-efficacy	81	78	P3.1
Self-awareness	74	68	P3.2
Persistence	48	37	P3.3
Belief in others	75	74	
School supports	67	66	P4.1
Family connectedness	76	72	P4.2
Peer supports	81	83	P4.3
Emotional competence	82	80	
Emotional regulation	82	81	P5.1
Empathy	90	88	P5.2
Behavioral self-control	74	71	P5.3
Engaged living	61	54	
Optimism	57	51	P6.1
Gratitude	74	70	P6.2
Zest	53	42	P6.3

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

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

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

3. Belief in Self

Table P3.1

Self-Efficacy Scale Questions

	Grade 9 %	Grade 11 %
Self-efficacy		
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	78
I can work out my problems.		
Not at all true	2	3
A little true	20	24
Pretty much true	46	42
Very much true	31	31
I can do most things if I try.		
Not at all true	2	3
A little true	13	12
Pretty much true	42	46
Very much true	43	40
There are many things that I do well.		
Not at all true	3	6
A little true	16	19
Pretty much true	35	35
Very much true	46	40

Question HS A.165-167/MS A.153-155: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table P3.2***Self-Awareness Scale Questions***

	Grade 9 %	Grade 11 %
Self-awareness		
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	68
There is a purpose to my life.		
Not at all true	6	10
A little true	16	20
Pretty much true	29	26
Very much true	50	44
I understand my moods and feelings.		
Not at all true	10	11
A little true	20	24
Pretty much true	39	33
Very much true	31	32
I understand why I do what I do.		
Not at all true	7	9
A little true	20	24
Pretty much true	39	36
Very much true	33	32

Question HS A.168-170/MS A.156-158: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

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

	Grade 9 %	Grade 11 %
Persistence		
<i>Average reporting “Pretty much true” or “Very much true”</i>	48	37
When I do not understand something, I ask the teacher again and again until I understand.		
Not at all true	25	32
A little true	31	34
Pretty much true	28	24
Very much true	16	10
I try to answer all the questions asked in class.		
Not at all true	25	36
A little true	32	30
Pretty much true	27	24
Very much true	16	11
When I try to solve a math problem, I will not stop until I find a final solution.		
Not at all true	13	23
A little true	29	36
Pretty much true	32	25
Very much true	26	17

Question HS/MS P.3-5: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table P4.1

School Supports Scale Questions

	Grade 9 %	Grade 11 %
School supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	66
<i>There is a teacher or some other adult from my school... who always wants me to do my best.</i>		
Not at all true	6	8
A little true	19	22
Pretty much true	38	38
Very much true	38	32
<i>who listens to me when I have something to say.</i>		
Not at all true	12	10
A little true	23	23
Pretty much true	35	36
Very much true	30	30
<i>who believes that I will be a success.</i>		
Not at all true	11	12
A little true	28	27
Pretty much true	33	34
Very much true	28	28

Question HS/MS A.59, 61, 62: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table P4.2
Family Connectedness Scale Questions

	Grade 9 %	Grade 11 %
Family connectedness		
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	72
My family members really help and support one another.		
Not at all true	6	7
A little true	13	19
Pretty much true	25	27
Very much true	57	47
There is a feeling of togetherness in my family.		
Not at all true	9	11
A little true	17	17
Pretty much true	21	25
Very much true	54	47
My family really gets along well with each other.		
Not at all true	9	8
A little true	18	22
Pretty much true	28	26
Very much true	45	43

Question HS/MS P.26-28: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table P4.3***Peer Supports Scale Questions***

	Grade 9 %	Grade 11 %
Peer supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	83
I have a friend my age who really cares about me.		
Not at all true	4	3
A little true	6	9
Pretty much true	20	14
Very much true	71	74
I have a friend my age who talks with me about my problems.		
Not at all true	11	9
A little true	15	13
Pretty much true	18	14
Very much true	56	65
I have a friend my age who helps me when I’m having a hard time.		
Not at all true	8	7
A little true	13	12
Pretty much true	20	15
Very much true	59	66

Question HS A.183-185/MS A.171-173: How true do you feel these statements are about your friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

5. Emotional Competence

Table P5.1

Emotional Regulation Scale Questions

	Grade 9 %	Grade 11 %
Emotional Regulation		
<i>Average reporting “Pretty much true” or “Very much true”</i>	82	81
I accept responsibility for my actions.		
Not at all true	2	2
A little true	12	12
Pretty much true	42	39
Very much true	44	46
When I make a mistake I admit it.		
Not at all true	3	1
A little true	19	21
Pretty much true	43	43
Very much true	35	34
I can deal with being told no.		
Not at all true	5	5
A little true	12	16
Pretty much true	36	39
Very much true	47	40

Question HS/MS P.6, 8, 9: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table P5.2***Empathy Scale Questions***

	Grade 9 %	Grade 11 %
Empathy		
<i>Average reporting “Pretty much true” or “Very much true”</i>	90	88
I feel bad when someone gets their feelings hurt.		
Not at all true	2	1
A little true	7	11
Pretty much true	25	27
Very much true	66	60
I try to understand what other people go through.		
Not at all true	2	1
A little true	6	8
Pretty much true	27	29
Very much true	66	61
I try to understand how other people feel and think.		
Not at all true	2	1
A little true	10	12
Pretty much true	26	31
Very much true	61	57

Question HS/MS P.10, 11, 13: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

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

	Grade 9 %	Grade 11 %
Behavioral self-control		
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	71
I can wait for what I want.		
Not at all true	5	5
A little true	14	17
Pretty much true	39	39
Very much true	42	38
I don’t bother others when they are busy.		
Not at all true	4	4
A little true	30	31
Pretty much true	38	37
Very much true	28	27
I think before I act.		
Not at all true	5	3
A little true	20	25
Pretty much true	42	45
Very much true	33	28

Question HS/MS P.14, 16, 17: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.

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

6. Engaged Living

Table P6.1

Optimism Scale Questions

	Grade 9 %	Grade 11 %
Optimism		
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	51
Each day I look forward to having a lot of fun.		
Not at all true	15	24
A little true	33	29
Pretty much true	28	24
Very much true	25	23
I usually expect to have a good day.		
Not at all true	13	21
A little true	32	28
Pretty much true	30	28
Very much true	25	23
Overall, I expect more good things to happen to me than bad things.		
Not at all true	16	17
A little true	22	27
Pretty much true	35	27
Very much true	27	30

Question HSA.172-174/MSA.160-162: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

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

	Grade 9 %	Grade 11 %
Gratitude		
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	70
On most days I feel grateful.		
Not at all true	5	8
A little true	22	22
Pretty much true	35	34
Very much true	37	36
On most days I feel thankful.		
Not at all true	6	8
A little true	19	22
Pretty much true	36	33
Very much true	38	37
On most days I feel appreciative.		
Not at all true	6	8
A little true	19	23
Pretty much true	36	33
Very much true	38	36

Question HS A.177-179/MS A.165-167: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table P6.3***Zest Scale Questions***

	Grade 9 %	Grade 11 %
Zest		
<i>Average reporting “Pretty much true” or “Very much true”</i>	53	42
On most days I feel energetic.		
Not at all true	16	24
A little true	33	36
Pretty much true	27	24
Very much true	24	16
On most days I feel active.		
Not at all true	14	20
A little true	29	36
Pretty much true	29	21
Very much true	28	23
On most days I feel enthusiastic.		
Not at all true	17	19
A little true	32	38
Pretty much true	29	24
Very much true	23	18

Question HS/MS P.23-25: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Growth Mindset

Table P7.1

Growth Mindset Scale Questions

	Grade 9 %	Grade 11 %
Growth mindset[†]		
<i>Average reporting “A little true” or “Not at all true”</i>	77	75
My intelligence is something I cannot change very much.		
Not at all true	45	36
A little true	31	34
Pretty much true	19	23
Very much true	5	7
Challenging myself will not make me any smarter.		
Not at all true	53	49
A little true	20	28
Pretty much true	12	12
Very much true	15	11
There are some things I am not capable of learning.		
Not at all true	36	29
A little true	36	40
Pretty much true	17	19
Very much true	11	12
If I am not naturally smart in a subject, I will never do well in it.		
Not at all true	57	50
A little true	28	33
Pretty much true	10	12
Very much true	5	6

Question HS/MS P.1, 15, 19, 22: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

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

8. Goals

Table P8.1
Goals Scale Questions

	Grade 9 %	Grade 11 %
Goals		
<i>Average reporting “Pretty much true” or “Very much true”</i>	87	84
I am looking forward to a successful career.		
Not at all true	4	5
A little true	10	12
Pretty much true	23	33
Very much true	63	51
I have high goals and expectations for myself.		
Not at all true	4	4
A little true	8	12
Pretty much true	19	26
Very much true	69	59
I don’t expect very much of myself in the future.[†]		
Not at all true	68	63
A little true	20	21
Pretty much true	8	10
Very much true	5	6

Question HS/MS P.7, 12, 21: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

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

9. Collaboration

Table P9.1

Collaboration Scale Questions

	Grade 9 %	Grade 11 %
Collaboration		
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	70
I enjoy working together with other students on class activities.		
Not at all true	17	20
A little true	28	32
Pretty much true	30	30
Very much true	25	18
When I work in school groups, I do my fair share.		
Not at all true	2	1
A little true	5	6
Pretty much true	30	31
Very much true	63	62
I like to listen to other students’ ideas in class.		
Not at all true	8	6
A little true	24	27
Pretty much true	39	46
Very much true	29	21

Question HS/MS P.2, 18, 20: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

Appendix

CHKS Content Overview, 2020-21

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

MAIN CONTENT FOCUS: REMOTE LEARNING EXPERIENCES, SCHOOL CLIMATE, AND THE NEEDS OF THE WHOLE CHILD

In addition to assessing school climate, pupil engagement, and student supports, all three key priorities required of LCAP and helpful for monitoring student needs targeted by LEAs 2020-21 Learning Continuity and Attendance Plans, the CHKS Core Module added a section in 2020-21 that measures students' remote learning experiences due to school closures or change of instructional models during the 2020 pandemic. It focuses on students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being.

The Core Module seeks to provide 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. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.⁴ The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁵

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS SCI, the greater the

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

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey-content-guides.

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

⁴ See calschls.org/reports-data/#sclr

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

probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.⁶

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁸ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also

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

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

⁸ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

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

be displayed for English learners, free and reduced-priced meal eligible students, and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.¹⁰ They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in the racial/ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{13 14} For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;

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

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

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

¹³ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. Download.wested.org/resources/lgbtq-students-in-california/

¹⁴ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

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

- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.¹⁷ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale and self-reported grades provide insight into cognitive engagement; the School Connectedness scale into emotional engagement; and attendance and truancy data into behavioral engagement. Another behavioral engagement indicator on the survey is include 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 in their school the three protective factors (caring relationships, high expectations, and opportunities for meaningful participation) that 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 mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email calschls@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand

¹⁶ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

¹⁷ Gallop. (2014). Download www.gallup.com/services/178769/state-america-schools-report.aspx

new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.¹⁸

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.¹⁹ In 2020-21, absenteeism is assessed for students who are participating in school in-person or learning remotely. Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.²⁰

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.²¹

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

¹⁸ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

¹⁹ Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

²⁰ 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/

²¹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

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.^{22 23 24 25 26 27}

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.²⁸ It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁹ 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.^{30 31}

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.³²

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."³³ Additional questions are

²² Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²³ Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²⁴ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁵ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

²⁸ 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.

²⁹ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

³⁰ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³² Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

³³ Questions about school facilities and the physical environment were not asked to students who participated in school exclusively via remote learning in 2020-21.

included in the supplementary School Climate Module. An analysis of 2015/17 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³⁴ 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.³⁵ 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.³⁶ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{37 38 39}

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 A6.6).

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.⁴⁰

Harassment and Victimization

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

³⁴ Hanson & Austin. (2018). Download [calschls.org/docs/facilities_2-18-1.pdf](https://data.calschls.org/docs/facilities_2-18-1.pdf)

³⁵ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁶ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

³⁷ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

Bruised Inside (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁴¹

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.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.

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.

⁴¹ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General* (NAAG). Washington, DC: National Association of Attorneys General.

⁴² Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

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

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

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}

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. 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 of social-emotional competencies.

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

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