CALIFORNIA HEALTHY KIDS SURVEY

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Secondary
2021-2022
Main Report

Contents

List of Tables

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2021-22 *California Healthy Kids Survey* (CHKS) for schools within this school. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

The CalSCHLS Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. 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:

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students (before 2021-22), and foster youth – three important LCAP priority groups. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may now also purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at not only the district

level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by different demographic groups.

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional

competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.

- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

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

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and

experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/docs/calschls-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your 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 Climate Report Cards

In addition to this school-level report with all the survey results, a short, user-friendly, graphic **School Climate Report Card** is also available. The School Climate Report Card provides results across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data).

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	208	102	128
Final number	2	83	1
Response Rate	1%	81%	1%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	2	82	1
Remote learning only	0	1	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness$^{\dagger\#}$ *(In-School Only)*		58		A6.4
School connectedness$^{\dagger\psi}$ *(Remote Only)*				A6.4
Academic motivation†		66		A6.4
School is really boring$^{\pm}$		49		A6.11
School is worthless and a waste of time$^{\pm}$		8		A6.11
Monthly Absences (3 or more)		14		A6.2
Maintaining focus on schoolwork†		48		A6.10
Caring adult relationships‡		59		A6.4
High expectations-adults in school‡		76		A6.4
Meaningful participation‡		23		A6.4
Facilities upkeep$^{\dagger\Phi}$		42		A6.14
Promotion of parental involvement in school†		56		A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe$^{\Phi}$		55		A8.1
Experienced any harassment or bullying§		38		A8.2
Had mean rumors or lies spread about you§		37		A8.3
Been afraid of being beaten up$^{\S\Phi}$		17		A8.3
Been in a physical fight$^{\S\Phi}$		14		A8.4
Seen a weapon on campus$^{\S\Phi}$		17		A8.6
Cyberbullying§		25		A8.3

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

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

$^{\#}$*The scale was based on five survey questions for in-school respondents.*

$^{\psi}$*The scale was based on four questions for remote respondents.*

$^{\pm}$*Rating of 6 or higher.*

$^{\Phi}$*In-school only.*

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

§*Past 12 months.*

Table A2.2

Key Indicators of Substance Use, Remote Learning, and Student Well-Being

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use¶		9		A9.5
Current marijuana use¶		3		A9.5
Current binge drinking¶		4		A9.5
Very drunk or "high" 7 or more times, ever		3		A9.7
Been drunk or "high" on drugs at school, ever		0		A9.9
Current cigarette smoking¶		0		A10.4
Current vaping¶		5		A10.4
Current tobacco vaping¶		3		A10.5
Current marijuana vaping¶		1		A10.5
Routines				
Eating of breakfast$^|$		56		A4.1
Bedtime (at 12 am or later)		28		A4.2
Learning from Home				
Average days worked on schoolwork (≥ 5)$^{\P\delta}$				A5.1
Synchronous instruction (4 days or more)$^{\|\delta}$				A5.1
Interest in schoolwork done from home$^\delta$				A5.3
Meaningful opportunities$^{\ddagger\delta}$				A5.2
Social and Emotional Health				
Social emotional distress‡		21		A7.5
Experienced chronic sadness/hopelessness§		29		A7.1
Considered suicide§		10		A7.2
Optimism‡		55		A7.3
Life satisfaction$^\mp$		67		A7.4

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

¶*Past 30 days.*

$^|$*Today.*

$^\delta$*Remote only.*

$^\|$*Past 7 days.*

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

§*Past 12 months.*

$^\mp$*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model		99	
Remote Learning Model		1	

Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?
Notes: Cells are empty if there are less than 10 respondents.
In-School Model - Respondents selecting "I went to school in person at my school building for the entire day, Monday through Friday."
Remote Learning Model - Respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2

Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male		52	
Female		48	
Nonbinary		0	
Something else		0	

Question HS/MS A.3: What is your gender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3
Sexual Orientation

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)		88	
Lesbian or Gay		1	
Bisexual		6	
Something else		1	
Not sure		4	
Decline to respond		0	

Question HS/MS A.5: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4
Gender Identity

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

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Race or Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic		1	
Asian or Asian American, non-Hispanic		0	
Black or African American, non-Hispanic		0	
Hispanic or Latinx		67	
Native Hawaiian or Pacific Islander, non-Hispanic		1	
White, non-Hispanic		18	
Multiracial, non-Hispanic		6	
Something else, non-Hispanic		6	

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian		90	
Other relative's home		0	
A home with more than one family		4	
Friend's home		0	
Foster home, group care, or waiting placement		1	
Hotel or motel		0	
Shelter, car, campground, or other transitional or temporary housing		0	
Other living arrangement		5	

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.7

Highest Education of Parents

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school		2	
Graduated from high school		26	
Attended college but did not complete four-year degree		7	
Graduated from college		20	
Don't know		44	

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

	Grade 6 %	Grade 7 %	Grade 8 %
English		59	
Spanish		41	
Mandarin		0	
Cantonese		0	
Taiwanese		0	
Tagalog		0	
Vietnamese		0	
Korean		0	
Arabic		0	
Other		0	

Question HS/MS A.14: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.9

English Language Proficiency Among Students Speaking a Language Other Than English at Home

	Grade 6 %	Grade 7 %	Grade 8 %
How well do you...			
understand English?			
Very well		74	
Well		24	
Not well		3	
Not at all		0	
speak English?			
Very well		70	
Well		27	
Not well		3	
Not at all		0	
read English?			
Very well		61	
Well		33	
Not well		3	
Not at all		3	
write English?			
Very well		64	
Well		27	
Not well		9	
Not at all		0	
English Language Proficiency Status			
Proficient		58	
Not proficient		42	

Question HS/MS A.14, 14A-14D: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

Number of Days Attending Afterschool Program (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program		81	
1 day		1	
2 days		0	
3 days		4	
4 days		1	
5 days		13	

Question HS/MS A.21: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

Military Connections

	Grade 6 %	Grade 7 %	Grade 8 %
No		94	
Yes		2	
Don't know		4	

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

4. Routines

Table A4.1

Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No		44	
Yes		56	

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

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

Table A4.2

Bedtime

	Grade 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm		0	
7:00-7:59 pm		2	
8:00-8:59 pm		4	
9:00-9:59 pm		27	
10:00-10:59 pm		21	
11:00-11:59 pm		17	
12:00-12:59 am		15	
After 1:00 am		14	
Bedtime at 12 am or later		28	

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

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

5. Learning from Home

Table A5.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
Time spent on learning and completing schoolwork from home on the average weekday			
Less than 1 hour			
Between 1 and 2 hours			
Between 2 and 3 hours			
Between 3 and 4 hours			
Between 4 and 5 hours			
More than 5 hours			
Number of days in the past week participating in an online class from home where your teacher talked to students			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			
Number of weekdays participating in school from home for the entire school day			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			

Question HS/MS A.22, 24, 25: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day? On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Learning **(Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
Not at all true			
A little true			
Pretty much true			
Very much true			

Question HS/MS A.53: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.
Note: Cells are empty if there are less than 10 respondents.

Table A5.3

Interest in Schoolwork Done from Home **(Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
Strongly disagree			
Disagree			
Neither disagree nor agree			
Agree			
Strongly agree			

Question HS/MS A.44: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.
Note: Cells are empty if there are less than 10 respondents.

6. School Performance, Engagement, and Supports

Table A6.1
Grades, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's		20	
A's and B's		39	
Mostly B's		3	
B's and C's		24	
Mostly C's		1	
C's and D's		10	
Mostly D's		0	
Mostly F's		4	

Question HS/MS A.27: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2
Absences, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days		44	
1 day		23	
2 days		19	
3 or more days		14	

Question HS/MS A.17, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

Reasons for Absence, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school		49	
Illness (feeling physically sick), including problems with breathing or your teeth		30	
Were being bullied or mistreated at school *(In-School Only)*		0	
Felt very sad, hopeless, anxious, stressed, or angry		5	
Didn't get enough sleep		3	
Didn't feel safe at school or going to and from school *(In-School Only)*		1	
Had to take care of or help a family member or friend		5	
Wanted to spend time with friends		0	
Used alcohol or drugs		0	
Were behind in schoolwork or weren't prepared for a test or class assignment		1	
Were bored or uninterested in school		0	
Had no transportation to school *(In-School Only)*		0	
Other reason		24	

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

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

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

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports		53		
Caring adults in school‡		59		A6.5
High expectations-adults in school‡		76		A6.6
Meaningful participation at school‡		23		A6.7
School connectedness†# *(In-School Only)*		58		A6.8
School connectedness†ψ *(Remote Only)*				A6.8
Academic motivation†		66		A6.9
Promotion of parental involvement in school†		56		A6.12

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

‡Scales are based on average of respondents reporting "Pretty much true" or "Very much true."

†Scales are based on average of respondents reporting "Agree" or "Strongly agree."

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

ψThe scale was based on four questions for remote respondents.

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

Table A6.5
Caring Relationships Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
Average reporting "Pretty much true" or "Very much true"		59	
There is a teacher or some other adult from my school...			
who really cares about me.			
Not at all true		14	
A little true		30	
Pretty much true		36	
Very much true		20	
who notices when I'm not there.			
Not at all true		4	
A little true		34	
Pretty much true		42	
Very much true		20	
who listens to me when I have something to say.			
Not at all true		5	
A little true		34	
Pretty much true		34	
Very much true		27	

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

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

Table A6.6

High Expectations Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
Average reporting "Pretty much true" or "Very much true"		76	
There is a teacher or some other adult from my school...			
who tells me when I do a good job.			
Not at all true		5	
A little true		22	
Pretty much true		46	
Very much true		28	
who always wants me to do my best.			
Not at all true		5	
A little true		10	
Pretty much true		37	
Very much true		47	
who believes that I will be a success.			
Not at all true		9	
A little true		21	
Pretty much true		38	
Very much true		33	

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

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

Table A6.7
Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
Average reporting "Pretty much true" or "Very much true"		23	
At school/When I participate in school,...			
I do interesting activities.			
Not at all true		5	
A little true		36	
Pretty much true		41	
Very much true		18	
I help decide things like class activities or rules.			
Not at all true		44	
A little true		44	
Pretty much true		9	
Very much true		4	
I do things that make a difference.			
Not at all true		34	
A little true		48	
Pretty much true		16	
Very much true		3	
I have a say in how things work.			
Not at all true		46	
A little true		38	
Pretty much true		13	
Very much true		4	
I help decide school activities or rules.			
Not at all true		69	
A little true		25	
Pretty much true		3	
Very much true		4	

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

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

Table A6.8
School Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness# *(In-School Only)*			
Average reporting "Agree" or "Strongly agree"		58	
School connectedness^ψ *(Remote Only)*			
Average reporting "Agree" or "Strongly agree"			
I feel close to people at/from this school.			
Strongly disagree		3	
Disagree		9	
Neither disagree nor agree		29	
Agree		43	
Strongly agree		18	
I am happy with/to be at this school.			
Strongly disagree		4	
Disagree		9	
Neither disagree nor agree		34	
Agree		38	
Strongly agree		16	
I feel like I am part of this school.			
Strongly disagree		4	
Disagree		8	
Neither disagree nor agree		32	
Agree		47	
Strongly agree		10	

Question HS/MS A.31-38: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]
Notes: Cells are empty if there are less than 10 respondents.
#The scale was based on five survey questions for in-school respondents.
ψThe scale was based on four questions for remote respondents.

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree		3	
Disagree		9	
Neither disagree nor agree		32	
Agree		46	
Strongly agree		11	
I feel safe in my school. *(In-School Only)*			
Strongly disagree		1	
Disagree		6	
Neither disagree nor agree		31	
Agree		53	
Strongly agree		9	

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

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

Table A6.9
Academic Motivation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Academic motivation			
Average reporting "Agree" or "Strongly agree"		66	
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree		1	
Disagree		3	
Neither disagree nor agree		10	
Agree		44	
Strongly agree		43	
I try hard on my schoolwork because I am interested in it.			
Strongly disagree		3	
Disagree		25	
Neither disagree nor agree		41	
Agree		19	
Strongly agree		13	
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree		1	
Disagree		6	
Neither disagree nor agree		25	
Agree		44	
Strongly agree		23	
I am always trying to do better in my schoolwork.			
Strongly disagree		1	
Disagree		4	
Neither disagree nor agree		16	
Agree		44	
Strongly agree		35	

Question HS/MS A.45-48: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 10 respondents.

Table A6.10
Maintaining Focus on Schoolwork

	Grade 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree		15	
Disagree		33	
Neither disagree nor agree		23	
Agree		16	
Strongly agree		14	

Question HS/MS A.43: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.11

School Boredom

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring.			
0 (Strongly disagree)		6	
1		4	
2		5	
3		11	
4		10	
5		15	
6		14	
7		14	
8		10	
9		1	
10 (Strongly agree)		10	
School is worthless and a waste of time.			
0 (Strongly disagree)		20	
1		14	
2		22	
3		13	
4		14	
5		10	
6		3	
7		1	
8		0	
9		0	
10 (Strongly agree)		4	

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

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

Table A6.12

Promotion of Parental Involvement Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
Average reporting "Agree" or "Strongly agree"		56	
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree		3	
Disagree		6	
Neither disagree nor agree		34	
Agree		45	
Strongly agree		13	
Parents feel welcome to participate at this school.			
Strongly disagree		1	
Disagree		6	
Neither disagree nor agree		36	
Agree		46	
Strongly agree		10	
School staff take parent concerns seriously.			
Strongly disagree		4	
Disagree		15	
Neither disagree nor agree		28	
Agree		39	
Strongly agree		15	

Question HS/MS A.40-42: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.13

Checking Student Progress

	Grade 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true		19	
A little true		38	
Pretty much true		23	
Very much true		20	

Question HS/MS A.56: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

Table A6.14

Quality of School Physical Environment *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree		4	
Disagree		16	
Neither disagree nor agree		38	
Agree		41	
Strongly agree		1	

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No		71	
Yes		29	

Question HS A.157/MS A.150: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No		90	
Yes		10	

Question HS A.158/MS A.151: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3
Optimism Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
Average reporting "Pretty much true" or "Very much true"		55	
Each day I look forward to having a lot of fun.			
Not at all true		14	
A little true		31	
Pretty much true		34	
Very much true		22	
I usually expect to have a good day.			
Not at all true		16	
A little true		30	
Pretty much true		34	
Very much true		20	
Overall, I expect more good things to happen to me than bad things.			
Not at all true		18	
A little true		28	
Pretty much true		28	
Very much true		26	

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
Average reporting "Satisfied" or "Very satisfied"		67	
I would describe my satisfaction with...			
my family life as...			
Very dissatisfied		3	
Dissatisfied		4	
A little dissatisfied		4	
A little satisfied		9	
Satisfied		34	
Very satisfied		46	
my friendships as...			
Very dissatisfied		1	
Dissatisfied		3	
A little dissatisfied		4	
A little satisfied		16	
Satisfied		42	
Very satisfied		33	
my school experience as...			
Very dissatisfied		7	
Dissatisfied		1	
A little dissatisfied		17	
A little satisfied		36	
Satisfied		35	
Very satisfied		4	

Question HS A.167-169/MS A.160-162: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...
Note: Cells are empty if there are less than 10 respondents.

Table A7.4

Life Satisfaction Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
I would describe my satisfaction with...			
myself as...			
Very dissatisfied		8	
Dissatisfied		5	
A little dissatisfied		7	
A little satisfied		20	
Satisfied		35	
Very satisfied		24	
where I live as...			
Very dissatisfied		3	
Dissatisfied		4	
A little dissatisfied		4	
A little satisfied		8	
Satisfied		35	
Very satisfied		47	

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

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

Table A7.5

Social Emotional Distress Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
Average reporting "Pretty much true" or "Very much true"		21	
I had a hard time relaxing.			
Not at all true		41	
A little true		41	
Pretty much true		14	
Very much true		4	
I felt sad and down.			
Not at all true		46	
A little true		25	
Pretty much true		20	
Very much true		9	
I was easily irritated.			
Not at all true		45	
A little true		23	
Pretty much true		16	
Very much true		16	
It was hard for me to cope and I thought I would panic.			
Not at all true		68	
A little true		20	
Pretty much true		7	
Very much true		5	
It was hard for me to get excited about anything.			
Not at all true		67	
A little true		20	
Pretty much true		8	
Very much true		5	

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe		4	
Safe		51	
Neither safe nor unsafe		42	
Unsafe		1	
Very unsafe		1	

Question HS A.121/MS A.114: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Reasons for Harassment, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times		81	
1 time		8	
2 or more times		12	
Religion			
0 times		94	
1 time		5	
2 or more times		1	
Gender			
0 times		95	
1 time		1	
2 or more times		4	
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times		91	
1 time		1	
2 or more times		8	
A physical or mental disability			
0 times		94	
1 time		3	
2 or more times		4	
Any of the above five reasons		27	

Question HS A.141-145, 148-152/MS A.134-138, 141-145: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times		91	
1 time		6	
2 or more times		3	
Any other reason			
0 times		79	
1 time		5	
2 or more times		16	
Any harassment		38	

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

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

Table A8.3
School Violence Victimization Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence victimization *(In-School Only)*			
Average reporting "1 or more times"		28	
During the past 12 months, how many times on school property have you...			
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? *(In-School Only)*			
0 times		68	
1 time		17	
2 to 3 times		9	
4 or more times		6	
been afraid of being beaten up? *(In-School Only)*			
0 times		83	
1 time		6	
2 to 3 times		6	
4 or more times		4	
During the past 12 months, how many times have you...			
had mean rumors or lies spread about you?			
0 times		63	
1 time		17	
2 to 3 times		12	
4 or more times		9	
had sexual jokes, comments, or gestures made to you?			
0 times		77	
1 time		8	
2 to 3 times		4	
4 or more times		12	

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
had your property stolen or deliberately damaged? *(In-School Only)*			
0 times		87	
1 time		8	
2 to 3 times		1	
4 or more times		4	
been made fun of because of your looks or the way you talk?			
0 times		63	
1 time		15	
2 to 3 times		10	
4 or more times		12	
been made fun of, insulted, or called names?			
0 times		60	
1 time		19	
2 to 3 times		9	
4 or more times		12	
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	
1 time		13	
2 to 3 times		8	
4 or more times		4	

Question HS A.127, 128, 136, 139, 140, 155/MS A.120, 121, 129, 132, 133, 148: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

School Violence Perpetration Scale Questions *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
Average reporting "1 or more times"		5	
During the past 12 months, how many times on school property have you...			
been in a physical fight?			
0 times		86	
1 time		7	
2 to 3 times		4	
4 or more times		4	
been offered, sold, or given an illegal drug?			
0 times		97	
1 time		1	
2 to 3 times		1	
4 or more times		0	
damaged school property on purpose?			
0 times		97	
1 time		3	
2 to 3 times		0	
4 or more times		0	
carried a gun?			
0 times		97	
1 time		1	
2 to 3 times		1	
4 or more times		0	
carried any other weapon (such as a knife or club)?			
0 times		97	
1 time		1	
2 to 3 times		1	
4 or more times		0	

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

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

Table A8.5

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

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
been threatened with harm or injury?			
0 times		89	
1 time		7	
2 to 3 times		3	
4 or more times		1	
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times		96	
1 time		1	
2 to 3 times		3	
4 or more times		0	

Question HS A.133, 135/MS A.126, 128: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Weapons Possession on School Property, Past 12 Months *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
seen someone carrying a gun, knife, or other weapon?			
0 times		83	
1 time		12	
2 to 3 times		5	
4 or more times		0	

Question HS A.134/MS A.127: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get "high"$^{\bar{\wedge}}$		16		A9.2
Lifetime alcohol or drug use		16		A9.2
Lifetime marijuana use		4		A9.2
Lifetime very drunk or high (7 or more times)		3		A9.7
Current alcohol or drug use¶		9		A9.5
Current marijuana use¶		3		A9.5
Current heavy drug use¶		3		A9.5
Current heavy alcohol use (binge drinking)¶		4		A9.5
Current alcohol or drug use on school property$^{\P\Phi}$		3		A9.8
Harmfulness of occasional marijuana use$^{B\Phi}$		44		A9.11
Difficulty of obtaining marijuana$^{C\Phi}$		16		A9.12

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

$^{\bar{\wedge}}$*Excludes prescription pain medication.*

¶*Past 30 days.*

$^{\Phi}$*In-School only.*

^{B}*Great harm.*

^{C}*Very difficult.*

Table A9.2
Summary of AOD Lifetime Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol		13	
Marijuana		4	
Inhalants		8	
Any other drug, pill, or medicine to get "high"		4	
Any of the above AOD use		16	
Any illicit AOD use to get "high"‾^		16	

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times		88	
1 time		6	
2 to 3 times		1	
4 or more times		5	
Marijuana (smoke, vape, eat, or drink)			
0 times		96	
1 time		1	
2 to 3 times		1	
4 or more times		1	
Inhalants			
0 times		93	
1 time		3	
2 to 3 times		4	
4 or more times		1	
Any other drug, pill, or medicine to get "high" or for reasons other than medical			
0 times		96	
1 time		1	
2 to 3 times		1	
4 or more times		1	

Question HS A.72-74, 80/MS A.73-75, 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)... Any other drug, pill, or medicine to get "high" or for reasons other than medical. Note: Cells are empty if there are less than 10 respondents.

Table A9.4

Methods of Marijuana Consumption

	Grade 6 %	Grade 7 %	Grade 8 %
During your life, how many times have you used marijuana in any of the following ways...			
Smoke it?			
0 times		96	
1 time		3	
2 to 3 times		0	
4 or more times		1	
In a vaping device?			
0 times		96	
1 time		1	
2 to 3 times		0	
4 or more times		3	
Eat or drink it in products made with marijuana?			
0 times		99	
1 time		0	
2 to 3 times		0	
4 or more times		1	

Question HS A.84-86/MS A.81-83: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A9.5

Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)		8	
Binge drinking (5 or more drinks in a row)		4	
Marijuana (smoke, vape, eat, or drink)		3	
Inhalants		1	
Other drug, pill, or medicine to get "high" or for reasons other than medical		3	
Any drug use		5	
Heavy drug use		3	
Any AOD Use		9	

Question HS A.90-93, 95/MS A.87-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get "high")?... any other drug, pill, or medicine to get "high" or for reasons other than medical?

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

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

Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days		93	
1 or 2 days		5	
3 to 9 days		1	
10 to 19 days		0	
20 to 30 days		1	
Binge drinking (5 or more drinks in a row)			
0 days		96	
1 or 2 days		3	
3 to 9 days		1	
10 to 19 days		0	
20 to 30 days		0	
Marijuana (smoke, vape, eat, or drink)			
0 days		98	
1 or 2 days		3	
3 to 9 days		0	
10 to 19 days		0	
20 to 30 days		0	

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

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

Table A9.7

Lifetime Drunk or "High"

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times		98	
1 to 2 times		0	
3 to 6 times		3	
7 or more times		0	
"High" (loaded, stoned, or wasted) from using drugs			
0 times		95	
1 to 2 times		3	
3 to 6 times		0	
7 or more times		3	
Very drunk or "high" 7 or more times		3	

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

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

Table A9.8

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days		97	
1 to 2 days		3	
3 or more days		0	
Marijuana (smoke, vape, eat, or drink)			
0 days		100	
1 to 2 days		0	
3 or more days		0	
Any other drug, pill, or medicine to get "high" or for reasons other than medical			
0 days		100	
1 to 2 days		0	
3 or more days		0	
Any of the above		3	

Question HS A.100-102/MS A.95-97: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get "high" or for reasons other than medical?
Note: Cells are empty if there are less than 10 respondents.

Table A9.9

Lifetime Drunk or "High" on School Property

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

Question HS A.83/MS A.80: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 10 respondents.

Table A9.10
Perceived Harm of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great		31	
Moderate		31	
Slight		21	
None		16	
Alcohol - 5 or more drinks once or twice a week			
Great		39	
Moderate		34	
Slight		9	
None		19	
Marijuana - use occasionally			
Great		44	
Moderate		31	
Slight		8	
None		18	
Marijuana - use daily			
Great		59	
Moderate		18	
Slight		6	
None		18	

Question HS A.108-111/MS A.103-106: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily. Note: Cells are empty if there are less than 10 respondents.

Table A9.11

Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get "High"

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult		13	
Fairly difficult		11	
Fairly easy		14	
Very easy		14	
Don't know		48	
Marijuana			
Very difficult		16	
Fairly difficult		15	
Fairly easy		14	
Very easy		4	
Don't know		51	
Prescription drugs to get "high" or for reasons other than prescribed			
Very difficult		11	
Fairly difficult		11	
Fairly easy		10	
Very easy		13	
Don't know		54	

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette		3		A10.2
Current cigarette smoking¶		0		A10.4
Current cigarette smoking at school$^{\P\Phi}$		0		A10.6
Ever tried smokeless tobacco		1		A10.2
Current smokeless tobacco use¶		0		A10.4
Current smokeless tobacco use at school$^{\P\Phi}$		0		A10.6
Ever used vape products		10		A10.2
Current use of vape products¶		5		A10.4
Current tobacco vaping¶		3		A10.5
Current marijuana vaping¶		1		A10.5
Current vaping at school$^{\P\Phi}$		1		A10.6
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking$^{B\Phi}$		35		A10.8
Harmfulness of smoking 1 or more packs/day$^{B\Phi}$		56		A10.8
Harmfulness of vaping occasionally$^{B\Phi}$		35		A10.9
Harmfulness of vaping several times a day$^{B\Phi}$		65		A10.9
Difficulty of obtaining cigarettes$^{C\Phi}$		14		A10.10
Difficulty of obtaining vape products$^{C\Phi}$		6		A10.10
Anti-Tobacco Policy				
School bans tobacco use and vaping$^{\Phi}$		78		A10.11

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

¶*Past 30 days.*

$^{\Phi}$*In-School only.*

^{B}*Great harm.*

^{C}*Very difficult.*

Table A10.2
Lifetime Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times		95	
1 time		3	
2 to 3 times		0	
4 or more times		3	
A whole cigarette			
0 times		98	
1 time		1	
2 to 3 times		0	
4 or more times		1	
Smokeless tobacco			
0 times		99	
1 time		1	
2 to 3 times		0	
4 or more times		0	
Vape products			
0 times		90	
1 time		5	
2 to 3 times		1	
4 or more times		4	

Question HS A.69-71/MS A.69-72: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A10.3
Substances Ever Vaped

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times		95	
1 time		3	
2 to 3 times		0	
4 or more times		3	
Vaped marijuana or THC			
0 times		96	
1 time		1	
2 to 3 times		0	
4 or more times		3	
Vaped other product			
0 times		96	
1 time		0	
2 to 3 times		0	
4 or more times		4	

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

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

Table A10.4

Any Current Use and Daily Use

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any		0	
Daily (20 or more days)		0	
Smokeless tobacco			
Any		0	
Daily (20 or more days)		0	
Vape products			
Any		5	
Daily (20 or more days)		0	

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

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

Table A10.5

Substances Vaped, Past 30 Days

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

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

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

Table A10.6

Current Smoking on School Property, Past 30 Days *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days		100	
1 or 2 days		0	
3 to 9 days		0	
10 to 19 days		0	
20 to 30 days		0	
Smokeless tobacco			
0 days		100	
1 or 2 days		0	
3 to 9 days		0	
10 to 19 days		0	
20 to 30 days		0	
Vape			
0 days		99	
1 or 2 days		1	
3 to 9 days		0	
10 to 19 days		0	
20 to 30 days		0	

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

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

Table A10.7

Secondhand Smoke on School Property, Past 30 days *(In-School Only)*

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

Question HS A.103/MS A.98: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.8

Perceived Harm of Cigarette Smoking

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great		35	
Moderate		35	
Slight		11	
None		19	
Smoke 1 or more packs of cigarettes each day			
Great		56	
Moderate		21	
Slight		1	
None		21	

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

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

Table A10.9

Perceived Harm of Using Vape Products

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great		35	
Moderate		36	
Slight		9	
None		20	
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great		65	
Moderate		13	
Slight		4	
None		19	

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

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

Table A10.10

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult		14	
Fairly difficult		16	
Fairly easy		15	
Very easy		6	
Don't know		48	
Vape products			
Very difficult		6	
Fairly difficult		14	
Fairly easy		22	
Very easy		13	
Don't know		46	

Question HS A.112, 113/MS A.107, 108: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A10.11

School Bans Tobacco Use and Vaping *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
No		3	
Yes		78	
Don't know		19	

Question HS A.120/MS A.112: Does your school ban tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 10 respondents.

11. Other Health Risks

Table A11.1

Alone After School *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Never		55	
1 day		18	
2 days		6	
3 days		1	
4 days		1	
5 days		18	

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

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

Table A11.2

Gang Involvement *(In-School Only)*

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

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness†# *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		57	
Native Hawaiian or Pacific Islander			
White		61	
Mixed (two or more) ethnics			
Something else			
School Connectedness†ψ *(Remote Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Academic Motivation†			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		65	
Native Hawaiian or Pacific Islander			
White		72	
Mixed (two or more) ethnics			
Something else			

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

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring$^\pm$			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		44	
Native Hawaiian or Pacific Islander			
White		60	
Mixed (two or more) ethnics			
Something else			
School is worthless and a waste of time$^\pm$			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		7	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			
Monthly Absences (3 or more)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		15	
Native Hawaiian or Pacific Islander			
White		20	
Mixed (two or more) ethnics			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
$^\pm$*Rating of 6 or higher.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		49	
Native Hawaiian or Pacific Islander			
White		47	
Mixed (two or more) ethnics			
Something else			
Caring adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		55	
Native Hawaiian or Pacific Islander			
White		76	
Mixed (two or more) ethnics			
Something else			
High expectations-adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		77	
Native Hawaiian or Pacific Islander			
White		81	
Mixed (two or more) ethnics			
Something else			

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		21	
Native Hawaiian or Pacific Islander			
White		27	
Mixed (two or more) ethnics			
Something else			
Facilities upkeep[†] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		44	
Native Hawaiian or Pacific Islander			
White		36	
Mixed (two or more) ethnics			
Something else			
Promotion of parental involvement in School[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		56	
Native Hawaiian or Pacific Islander			
White		62	
Mixed (two or more) ethnics			
Something else			

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

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

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

Table A12.2

School Safety by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		58	
Native Hawaiian or Pacific Islander			
White		62	
Mixed (two or more) ethnics			
Something else			
Experienced harassment due to five reasons[λ][§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		26	
Native Hawaiian or Pacific Islander			
White		21	
Mixed (two or more) ethnics			
Something else			
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		36	
Native Hawaiian or Pacific Islander			
White		29	
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

	Grade 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		35	
Native Hawaiian or Pacific Islander			
White		43	
Mixed (two or more) ethnics			
Something else			
Been afraid of being beaten up[§] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		11	
Native Hawaiian or Pacific Islander			
White		23	
Mixed (two or more) ethnics			
Something else			
Been in a physical fight[§] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		11	
Native Hawaiian or Pacific Islander			
White		23	
Mixed (two or more) ethnics			
Something else			

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus[§] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		15	
Native Hawaiian or Pacific Islander			
White		31	
Mixed (two or more) ethnics			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A12.3

Cyberbullying by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		28	
Native Hawaiian or Pacific Islander			
White		14	
Mixed (two or more) ethnics			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A12.4

Substance Use by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use¶			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		13	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			
Current marijuana use¶			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		4	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			
Current binge drinking¶			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		5	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or "high" 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		4	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			
Been drunk or "high" on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		0	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		11	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			

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

[¶]*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school¶ *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		4	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			
Current cigarette smoking¶			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		0	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			
Current vaping¶			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		5	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		4	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		2	
Native Hawaiian or Pacific Islander			
White		0	
Mixed (two or more) ethnics			
Something else			

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

[¶]*Past 30 days.*

Table A12.5

Routines by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[|]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		58	
Native Hawaiian or Pacific Islander			
White		53	
Mixed (two or more) ethnics			
Something else			
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		24	
Native Hawaiian or Pacific Islander			
White		29	
Mixed (two or more) ethnics			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
[|]*Today.*

Table A12.6

Learning from Home by Race/Ethnicity (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Average days worked on schoolwork (5 or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Synchronous instruction (4 days or more)[‖]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Interest in schoolwork done from home			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.
[‖]Past 7 days.

Table A12.6

Learning from Home by Race/Ethnicity – Continued *(Remote Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful opportunities[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		20	
Native Hawaiian or Pacific Islander			
White		15	
Mixed (two or more) ethnics			
Something else			
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		30	
Native Hawaiian or Pacific Islander			
White		7	
Mixed (two or more) ethnics			
Something else			
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		9	
Native Hawaiian or Pacific Islander			
White		7	
Mixed (two or more) ethnics			
Something else			

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

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

[§]*Past 12 months.*

Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism‡			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		56	
Native Hawaiian or Pacific Islander			
White		62	
Mixed (two or more) ethnics			
Something else			
Life satisfaction∓			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		67	
Native Hawaiian or Pacific Islander			
White		72	
Mixed (two or more) ethnics			
Something else			

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

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

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†][#] *(In-School Only)*			
Male		58	
Female		57	
Nonbinary			
Something else			
School Connectedness[†][ψ] *(Remote Only)*			
Male			
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male		61	
Female		71	
Nonbinary			
Something else			
School is really boring[±]			
Male		63	
Female		32	
Nonbinary			
Something else			
School is worthless and a waste of time[±]			
Male		7	
Female		8	
Nonbinary			
Something else			

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

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

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

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

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Male		16	
Female		11	
Nonbinary			
Something else			
Maintaining focus on schoolwork[†]			
Male		42	
Female		54	
Nonbinary			
Something else			
Caring adults in school[‡]			
Male		65	
Female		53	
Nonbinary			
Something else			
High expectations-adults in school[‡]			
Male		75	
Female		77	
Nonbinary			
Something else			
Meaningful participation at school[‡]			
Male		19	
Female		27	
Nonbinary			
Something else			

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

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

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

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] *(In-School Only)*			
Male		36	
Female		49	
Nonbinary			
Something else			
Promotion of parental involvement in School[†]			
Male		54	
Female		58	
Nonbinary			
Something else			

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

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

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

Table A13.2
School Safety by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
Male		50	
Female		61	
Nonbinary			
Something else			
Experienced harassment due to five reasons$^{\lambda\S}$			
Male		19	
Female		37	
Nonbinary			
Something else			
Experienced any harassment or bullying§			
Male		36	
Female		40	
Nonbinary			
Something else			
Had mean rumors or lies spread about you§			
Male		33	
Female		42	
Nonbinary			
Something else			
Been afraid of being beaten up§ *(In-School Only)*			
Male		22	
Female		11	
Nonbinary			
Something else			

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

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

§*Past 12 months.*

Table A13.2

School Safety by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] *(In-School Only)*			
Male		22	
Female		6	
Nonbinary			
Something else			
Seen a weapon on campus[§] *(In-School Only)*			
Male		17	
Female		17	
Nonbinary			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

Table A13.3

Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male		10	
Female		43	
Nonbinary			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

Table A13.4

Substance Use by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male		7	
Female		11	
Nonbinary			
Something else			
Current marijuana use[¶]			
Male		2	
Female		3	
Nonbinary			
Something else			
Current binge drinking[¶]			
Male		2	
Female		5	
Nonbinary			
Something else			
Very drunk or "high" 7 or more times, ever			
Male		2	
Female		3	
Nonbinary			
Something else			
Been drunk or "high" on drugs at school, ever			
Male		0	
Female		0	
Nonbinary			
Something else			
Current alcohol use[¶]			
Male		7	
Female		8	
Nonbinary			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*

Table A13.4

Substance Use by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school¶ *(In-School Only)*			
Male		3	
Female		3	
Nonbinary			
Something else			
Current cigarette smoking¶			
Male		0	
Female		0	
Nonbinary			
Something else			
Current vaping¶			
Male		0	
Female		11	
Nonbinary			
Something else			
Current tobacco vaping¶			
Male		0	
Female		5	
Nonbinary			
Something else			
Current marijuana vaping¶			
Male		0	
Female		3	
Nonbinary			
Something else			

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

¶*Past 30 days.*

Table A13.5

Routines by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[I]			
Male		58	
Female		54	
Nonbinary			
Something else			
Bedtime (at 12 am or later)			
Male		33	
Female		23	
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.

[I]*Today.*

[II]*Past 7 days.*

Table A13.6

Learning from Home by Gender (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Average days worked on schoolwork (5 or more)[¶]			
Male			
Female			
Nonbinary			
Something else			
Synchronous instruction (4 days or more)[‖]			
Male			
Female			
Nonbinary			
Something else			
Interest in schoolwork done from home			
Male			
Female			
Nonbinary			
Something else			
Meaningful opportunities[‡]			
Male			
Female			
Nonbinary			
Something else			

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

Table A13.7
Social and Emotional Health by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress‡			
Male		15	
Female		28	
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness§			
Male		19	
Female		40	
Nonbinary			
Something else			
Considered suicide§			
Male		5	
Female		17	
Nonbinary			
Something else			
Optimism‡			
Male		57	
Female		51	
Nonbinary			
Something else			
Life satisfaction⊤			
Male		71	
Female		62	
Nonbinary			
Something else			

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

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

§Past 12 months.

⊤Average percent of respondents reporting "Satisfied" or "Very satisfied."

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	208	102	128
Final number	1	63	0
Response Rate	0%	62%	0%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Alcohol Consumption Patterns/Driving and Drug Use				
Usually drank until felt it a lot		0		B3.3
Driving under the influence experiences		29		B3.4
Strong Personal Disapproval of AOD Use				
Having one or two drinks of any alcoholic beverage nearly every day		48		B7.1
Trying marijuana once or twice		45		B7.1
Using marijuana once a month or more		62		B7.1

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

3. ATOD Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
Never		75	
10 years or under		15	
11-12 years old		7	
13-14 years old		2	
15-16 years old		0	
17 years or older		2	
Marijuana (smoke, vape, eat, or drink)			
Never		95	
10 years or under		0	
11-12 years old		3	
13-14 years old		0	
15-16 years old		0	
17 years or older		2	
Any other illegal drug or pill to get "high"			
Never		93	
10 years or under		0	
11-12 years old		3	
13-14 years old		2	
15-16 years old		0	
17 years or older		2	

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

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

Table B3.2

Age of Onset – Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
Smoked part or all of a cigarette			
Never		93	
10 years or under		3	
11-12 years old		2	
13-14 years old		0	
15-16 years old		0	
17 years or older		2	
A vape product such as an e-cigarette, vape pen, or mod			
Never		86	
10 years or under		3	
11-12 years old		7	
13-14 years old		2	
15-16 years old		0	
17 years or older		2	

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.
Note: Cells are empty if there are less than 10 respondents.

Table B3.3

Usual Alcohol Consumption Level

	Grade 6 %	Grade 7 %	Grade 8 %
I don't drink alcohol		95	
Just enough to feel it a little		5	
Enough to feel it moderately		0	
Until I feel it a lot or get really drunk		0	

Question HS B.10/MS B.6: If you drink alcohol, how much do you usually drink?
Note: Cells are empty if there are less than 10 respondents.

Table B3.4

Driving Under the Influence Experiences, Lifetime

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been using alcohol or drugs			
Never		71	
1 time		4	
2 times		4	
3 to 6 times		11	
7 or more times		9	

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

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.		93	
To experiment (try using)		4	
To get high		2	
To have a good time with friends		2	
To fit in with a group you like		0	
Because of boredom		2	
To relax		4	
To get away from problems		5	
Because of anger or frustration		4	
To get through the day		2	
Because it made you feel better		2	
To seek deeper insights and understanding		0	
None of the above		2	

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

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

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

5. Supports to Reduce AOD Use

Table B5.1

<u>Talked with Parent About AOD Use</u>

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

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 6 %	Grade 7 %	Grade 8 %
At school		5	
At parties		21	
At concerts or other social events		4	
At their own home		27	
From adults at friends' homes		16	
From friends or another teenager		21	
Get adults to buy it for them		13	
Buy it themselves from a store		2	
At bars, clubs, or gambling casinos		4	
Other		14	
Don't know		70	

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

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

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

Table B6.2
Sources for Obtaining Marijuana

	Grade 6 %	Grade 7 %	Grade 8 %
At school		4	
At parties		15	
At concerts or other social events		4	
At their own home		9	
From an adult acquaintance		11	
From friends or another teenager		15	
Buy it at a marijuana dispensary		6	
At bars or clubs		4	
Other		11	
Don't know		83	

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

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Having one or two drinks of any alcoholic beverage nearly every day			
Neither approve nor disapprove		23	
Somewhat disapprove		29	
Strongly disapprove		48	
Trying marijuana once or twice			
Neither approve nor disapprove		25	
Somewhat disapprove		29	
Strongly disapprove		45	
Using marijuana once a month or more regularly			
Neither approve nor disapprove		21	
Somewhat disapprove		17	
Strongly disapprove		62	

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

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

Table B7.2

Parent Disapproval of ATOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Take one or two drinks of alcohol nearly every day			
Very wrong		83	
Wrong		17	
A little wrong		0	
Not at all wrong		0	
Smoke tobacco			
Very wrong		91	
Wrong		9	
A little wrong		0	
Not at all wrong		0	
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong		89	
Wrong		7	
A little wrong		4	
Not at all wrong		0	
Use marijuana (smoke, vape, eat, or drink)			
Very wrong		91	
Wrong		9	
A little wrong		0	
Not at all wrong		0	
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong		91	
Wrong		7	
A little wrong		2	
Not at all wrong		0	

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

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

Table B7.3
Peer Disapproval of ATOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Take one or two drinks of alcohol nearly every day			
Very wrong		65	
Wrong		24	
A little wrong		9	
Not at all wrong		2	
Smoke tobacco			
Very wrong		63	
Wrong		30	
A little wrong		4	
Not at all wrong		2	
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong		62	
Wrong		26	
A little wrong		9	
Not at all wrong		4	
Use marijuana (smoke, vape, eat, or drink)			
Very wrong		62	
Wrong		26	
A little wrong		6	
Not at all wrong		6	
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong		63	
Wrong		28	
A little wrong		7	
Not at all wrong		2	

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

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

Table B7.4

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

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

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

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

District Afterschool Module (DASM)

1. Module Sample

Table E1.1

Student Sample for District Afterschool Module (DASM)

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	208	102	128
Final number	0	45	0
Response Rate	0%	44%	0%

2. Perceived Safety in Neighborhood

Table E2.1

Neighborhood Safety

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe		53	
Safe		31	
Neither safe nor unsafe		13	
Unsafe		2	
Very unsafe		0	

Question HS/MS E.1: How safe do you feel in the neighborhood where you live?
Note: Cells are empty if there are less than 10 respondents.

3. Afterschool Activity

Table E3.1

Where Do You Go After School

	Grade 6 %	Grade 7 %	Grade 8 %
Your home, or another home, with an adult there		73	
Your home, or another home, without an adult there		11	
A park or recreation program		0	
A community, volunteer, or church group		0	
Stay at school for an afterschool program		2	
Stay at school for an extra class, tutoring, or activity		9	
To a job		2	
Some other place		2	

Question HS/MS E.2: Where do you usually go right after school is over? (Mark Only ONE Answer.)
Note: Cells are empty if there are less than 10 respondents.

Table E3.2

What Do You Usually Do After School

	Grade 6 %	Grade 7 %	Grade 8 %
Do your schoolwork		67	
Get help with your schoolwork from an adult		19	
Take private classes or lessons		0	
Play or practice a sport		37	
Hang out with friends		56	
Watch TV or play video games		51	
Do religious activities or get religious instruction		0	
Work at a job		0	
Other		9	

Question HS/MS E.3: What do you usually do after school is over? (Mark ALL That You Do For About One Hour Or More.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

4. Afterschool Program

Table E4.1

About the Afterschool Program

	Grade 6 %	Grade 7 %	Grade 8 %
My school doesn't have an afterschool program.		3	
I don't know if my school has an afterschool program.		10	
I wish my school had an afterschool program.		0	
I don't know much about the afterschool program.		43	
It has activities that we usually don't have during the school day.		15	
The afterschool program doesn't interest me.		25	
It is a safe place to be after school.		8	
It helps you with schoolwork.		38	
The students who attend it really like it.		35	
I do not attend, but I would like to.		8	

Question HS/MS E.4: Please mark whether you agree with each of the following statements. (Mark ALL That Are True For You.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table E4.2

Number of Days Attending the Afterschool Program

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply, my school doesn't have an afterschool program.		31	
0 days		49	
0 days, but I would like to go to an afterschool program.		8	
1 day		3	
2 days		3	
3 days		0	
4 days		3	
5 days		5	

Question HS/MS E.5: In a normal school week, how many days do you usually go to your school's afterschool program in the afternoon?

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

Gender Identity & Sexual Orientation-Based Harassment Module

1. Module Sample

Table H1.1

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

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	208	102	128
Final number	0	44	0
Response Rate	0%	43%	0%

2. Perceptions of LGBTQ-Related School Safety

Table H2.1

Student Perceptions of School Safety, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
My school is safe for...			
guys who are not as "masculine" as other guys.			
Strongly disagree		8	
Disagree		14	
Agree		68	
Strongly agree		11	
girls who are not as "feminine" as other girls.			
Strongly disagree		8	
Disagree		19	
Agree		65	
Strongly agree		8	
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).			
Strongly disagree		19	
Disagree		16	
Agree		59	
Strongly agree		5	
students with LGBTQ parents.			
Strongly disagree		14	
Disagree		14	
Agree		68	
Strongly agree		5	

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

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

Table H2.1

Student Perceptions of School Safety, LGBTQ-Specific – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
My school is safe for...			
teachers and staff who are LGBTQ.			
Strongly disagree		11	
Disagree		14	
Agree		68	
Strongly agree		8	
LGBTQ allies (people who are supportive of LGBTQ people).			
Strongly disagree		14	
Disagree		19	
Agree		62	
Strongly agree		5	

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

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

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

Table H3.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?			
Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were			
0 times		92	
1 time		0	
2-3 times		0	
4 or more times		8	
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls			
0 times		87	
1 time		11	
2-3 times		0	
4 or more times		3	
Because you have LGBTQ parents or family members or because someone thought they were			
0 times		95	
1 time		3	
2-3 times		0	
4 or more times		3	
Because you have LGBTQ friends or because someone thought you did			
0 times		89	
1 time		3	
2-3 times		3	
4 or more times		5	

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

Table H3.2
Offensive LGBTQ-Related Language Among Peers

	Grade 6 %	Grade 7 %	Grade 8 %
How often do you hear other students make negative comments or use slurs about someone's...			
sex (male or female)?			
Never		46	
Rarely		23	
Sometimes		11	
Often		20	
sexual orientation?			
Never		37	
Rarely		20	
Sometimes		14	
Often		29	
gender identity or expression?			
Never		46	
Rarely		20	
Sometimes		9	
Often		26	
having LGBTQ parents or family members?			
Never		51	
Rarely		23	
Sometimes		11	
Often		14	
having LGBTQ friends?			
Never		40	
Rarely		23	
Sometimes		17	
Often		20	

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

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

Table H3.3
Offensive LGBTQ-Related Language Among Adults

	Grade 6 %	Grade 7 %	Grade 8 %
How often do you hear teachers or school staff make negative comments or use slurs about someone's...			
sex (male or female)?			
Never		93	
Rarely		3	
Sometimes		3	
Often		0	
sexual orientation?			
Never		93	
Rarely		3	
Sometimes		3	
Often		0	
gender identity or expression?			
Never		94	
Rarely		3	
Sometimes		3	
Often		0	
having LGBTQ parents or family members?			
Never		93	
Rarely		3	
Sometimes		3	
Often		0	
having LGBTQ friends?			
Never		93	
Rarely		3	
Sometimes		3	
Often		0	

Question HS/MS H.34-38: How often do you hear teachers or school staff make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?
Note: Cells are empty if there are less than 10 respondents.

4. Response to Bullying and Supports

Table H4.1

Intervening Behaviors by Peers, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's...			
sex (male or female)?			
Never stop		28	
Rarely stop		19	
Sometimes stop		25	
Often stop		13	
Not applicable		16	
sexual orientation?			
Never stop		25	
Rarely stop		16	
Sometimes stop		28	
Often stop		16	
Not applicable		16	
gender identity or expression?			
Never stop		28	
Rarely stop		16	
Sometimes stop		31	
Often stop		9	
Not applicable		16	

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

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

Table H4.1

Intervening Behaviors by Peers, LGBTQ-Specific – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's...			
having LGBTQ parents or family members?			
Never stop		28	
Rarely stop		16	
Sometimes stop		25	
Often stop		9	
Not applicable		22	
having LGBTQ friends?			
Never stop		31	
Rarely stop		16	
Sometimes stop		28	
Often stop		9	
Not applicable		16	

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

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

Table H4.2

Intervening Behaviors by Adults, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's...			
sex (male or female)?			
Never stop		18	
Rarely stop		7	
Sometimes stop		18	
Often stop		39	
Not applicable		18	
sexual orientation?			
Never stop		14	
Rarely stop		10	
Sometimes stop		17	
Often stop		38	
Not applicable		21	
gender identity or expression?			
Never stop		11	
Rarely stop		14	
Sometimes stop		18	
Often stop		39	
Not applicable		18	
having LGBTQ parents or family members?			
Never stop		14	
Rarely stop		11	
Sometimes stop		18	
Often stop		39	
Not applicable		18	
having LGBTQ friends?			
Never stop		14	
Rarely stop		11	
Sometimes stop		18	
Often stop		39	
Not applicable		18	

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

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

Table H4.3

Student Response to Bullying

	Grade 6 %	Grade 7 %	Grade 8 %
If another student was bullying me, I would tell the principal or assistant principal.			
Strongly disagree		11	
Disagree		32	
Agree		50	
Strongly agree		7	
If another student was bullying me, I would tell one of the teachers or other staff at school.			
Strongly disagree		12	
Disagree		38	
Agree		46	
Strongly agree		4	
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree		10	
Disagree		27	
Agree		43	
Strongly agree		20	

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

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

Table H4.4

Willingness to Seek Help About LGBTQ-Related Issues at School

	Grade 6 %	Grade 7 %	Grade 8 %
If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...			
a school counselor or school psychologist?			
Not at all likely		54	
A little likely		34	
Very likely		11	
a teacher?			
Not at all likely		63	
A little likely		31	
Very likely		6	
a school principal or assistant principal?			
Not at all likely		62	
A little likely		35	
Very likely		3	
other adults at school?			
Not at all likely		60	
A little likely		29	
Very likely		11	
a friend at your school?			
Not at all likely		54	
A little likely		26	
Very likely		20	

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

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

Table H4.5

Willingness to Seek Help About LGBTQ-Related Issues Outside of School

	Grade 6 %	Grade 7 %	Grade 8 %
If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...			
a sibling?			
Not at all likely		63	
A little likely		20	
Very likely		17	
your parent or guardian?			
Not at all likely		43	
A little likely		31	
Very likely		26	
a friend's parent or other adult not at school?			
Not at all likely		63	
A little likely		26	
Very likely		11	

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

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

Table H4.6

Supports from Adults on Personal Problems

	Grade 6 %	Grade 7 %	Grade 8 %
There are adults at this school I could turn to if I had a personal problem.			
Strongly disagree		15	
Disagree		41	
Agree		37	
Strongly agree		7	

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

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

5. School Resources and Policies

Table H5.1

Knowledge of LGBTQ-Specific Resources and Policies at School

	Grade 6 %	Grade 7 %	Grade 8 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?			
Yes		3	
No		27	
Don't know		70	
Do you learn about LGBTQ people or issues in your classes at school?			
Yes		0	
No		68	
Don't know		32	
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?			
Yes		5	
No		38	
Don't know		56	

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

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

Table H5.2

School Policy on Gender & Sex-Based Harassment

	Grade 6 %	Grade 7 %	Grade 8 %
Does your school have a policy that prohibits students and staff from harassing someone based on...			
sexual orientation?			
Yes		20	
No		11	
Don't know		69	
gender identity or expression?			
Yes		19	
No		11	
Don't know		69	

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

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

Mental Health Supports Module

1. Module Sample

Table I1.1

Student Sample for Mental Health Supports Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	208	102	128
Final number	1	68	1
Response Rate	0%	67%	1%

2. Mental Health Perceptions and Supports

Table I2.1

Feeling Lonely, Past Month

	Grade 6 %	Grade 7 %	Grade 8 %
In the past month, how often did you feel very lonely?			
Never		41	
Sometimes		44	
Most of the time		11	
All of the time		5	

Question HS/MS I.10: In the past month, how often did you feel very lonely?
Note: Cells are empty if there are less than 10 respondents.

Table I2.2

Meantal Health Awareness

	Grade 6 %	Grade 7 %	Grade 8 %
Mental health is an important issue for people my age.			
Strongly disagree		5	
Disagree		14	
Agree		52	
Strongly agree		29	

Question HS/MS I.3: How strongly do you agree or disagree with the following statements?... Mental health is an important issue for people my age.
Note: Cells are empty if there are less than 10 respondents.

Table I2.3

School Supports for Mental Health

	Grade 6 %	Grade 7 %	Grade 8 %
I have an adult at my school that I can talk to about my problems.			
Strongly disagree		10	
Disagree		21	
Agree		50	
Strongly agree		19	
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.			
Strongly disagree		7	
Disagree		22	
Agree		52	
Strongly agree		18	
People at my school talk openly about mental health.			
Strongly disagree		24	
Disagree		42	
Agree		31	
Strongly agree		3	
My school encourages students to take care of their mental health.			
Strongly disagree		15	
Disagree		22	
Agree		55	
Strongly agree		7	

Question HS/MS I.1, 2, 4, 5: How strongly do you agree or disagree with the following statements?... I have an adult at my school that I can talk to about my problems... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.

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

3. Perceptions about Help-Seeking for Depression

Table I3.1

Personal Help-Seeking Attitudes

	Grade 6 %	Grade 7 %	Grade 8 %
If you were feeling very sad, stressed, lonely, or depressed, would you...			
talk to a teacher or another adult from your school?		17	
talk to your parents or someone else in your family?		55	
get help from a counselor or therapist?		20	
talk to your friends?		58	
be afraid to get help?		11	
not know what to do?		27	

Question HS/MS I.11: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents.
Total percentages may exceed 100% for "mark all that apply" items.

Table I3.2

Positive Perceptions about Seeking Help for Depression

	Grade 6 %	Grade 7 %	Grade 8 %
If I was very sad, stressed, lonely, or depressed...			
talking to an adult could help me feel better.			
Strongly disagree		15	
Disagree		26	
Agree		42	
Strongly agree		17	
kids at my school would be nice to me.			
Strongly disagree		20	
Disagree		18	
Agree		56	
Strongly agree		6	

Question HS/MS I.8, 9: If I was very sad, stressed, lonely, or depressed... talking to an adult could help me feel better... kids at my school would be nice to me.
Note: Cells are empty if there are less than 10 respondents.

Table I3.3

Attitudes Toward Seeking Help for Depression Among Peers

	Grade 6 %	Grade 7 %	Grade 8 %
If someone my age felt very sad, stressed, lonely, or depressed...			
talking to an adult could help them feel better.			
Strongly disagree		11	
Disagree		23	
Agree		55	
Strongly agree		12	
kids at my school would be nice to them.			
Strongly disagree		12	
Disagree		26	
Agree		55	
Strongly agree		8	

Question HS/MS I.6, 7: If someone my age felt very sad, stressed, lonely, or depressed... talking to an adult could help them feel better.... kids at my school would be nice to them.

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

4. Professional Help Seeking for Depression

Table I4.1

Seeking Professional Help for Depression, Past Year

	Grade 6 %	Grade 7 %	Grade 8 %
In the past year,...			
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?			
No		75	
Yes		14	
I don't know		11	
did you get help from a counselor or therapist when you needed it?			
Does not apply, I didn't need help		69	
No, I didn't get help when I needed it		20	
Yes, I got help when I needed it		11	
where did you get help from a counselor or therapist? (Mark All That Apply.)			
Nowhere		71	
At school (in person, by phone, or online)		13	
From a counselor or therapist not from my school (in person, by phone, or online)		8	
Somewhere else		5	
I don't know		13	

Question HS/MS I.12-14: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)

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

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

Table I4.2

School Referral to a Counselor or an Adult Professional, Past Year

	Grade 6 %	Grade 7 %	Grade 8 %
No		78	
Yes		6	
I don't know		16	

Question HS/MS I.15: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to talk about your feelings?
Note: Cells are empty if there are less than 10 respondents.

Table I4.3

Barriers to Seeking Help from Health Professionals

	Grade 6 %	Grade 7 %	Grade 8 %
You don't know where to go for help		18	
There isn't anyone you can talk to		13	
They wouldn't understand		28	
People would think there's something wrong with you		16	
Your parents might find out		25	
Other students might find out		30	
You don't have a way to pay for it		11	
You don't want to talk to a counselor or therapist		20	
Other reasons		21	
Does not apply, none of these things would stop me from talking to a counselor or therapist.		43	

Question HS/MS I.16: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents.
Total percentages may exceed 100% for "mark all that apply" items.

Safety & Violence Module

1. Module Sample

Table M1.1

Student Sample for Safety & Violence Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	208	102	128
Final number	0	29	0
Response Rate	0%	28%	0%

2. Physical Violence and Weapon Possession

Table M2.1

Violent Incidents, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight			
0 times		89	
1 time		7	
2 to 3 times		4	
4 or more times		0	
Been in a physical fight between groups of kids			
0 times		89	
1 time		11	
2 to 3 times		0	
4 or more times		0	
Used any weapon to threaten or bully someone			
0 times		100	
1 time		0	
2 to 3 times		0	
4 or more times		0	
Been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend			
0 times		96	
1 time		0	
2 to 3 times		0	
4 or more times		4	

Question HS/MS M.1-4: During the past 12 months, how many times have you... been in a physical fight?... been in a physical fight between groups of kids?... used any weapon to threaten or bully someone?... been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend?
Note: Cells are empty if there are less than 10 respondents.

Table M2.2

Carrying Weapon, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
A gun			
0 days		100	
1 day		0	
2 or more days		0	
Any other weapon (such as a knife or club)			
0 days		100	
1 day		0	
2 or more days		0	
Any weapon (gun, knife, or club) on school property			
0 days		100	
1 day		0	
2 or more days		0	

Question HS/MS M.7-9: During the past 30 days, on how many days did you carry... a gun?... any other weapon (such as a knife or club)?... any weapon (gun, knife, or club) on school property?

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

3. Neighborhood Safety

Table M3.1

Perception of Neighborhood Safety

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe		56	
Safe		30	
Neither safe nor unsafe		15	
Unsafe		0	
Very unsafe		0	

Question HS/MS M.5. How safe do you feel in the neighborhood where you live?
Notes: Cells are empty if there are less than 10 respondents.

4. Absence Due to Safety Concerns

Table M4.1

Not Attend School Due to Feeling Unsafe, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
0 days		92	
1 day		4	
2 or 3 days		0	
4 or more days		4	

Question HS/MS M.6. During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?
Note: Cells are empty if there are less than 10 respondents.

5. Unwanted Sex

Table M5.1

Forced Sex

	Grade 6 %	Grade 7 %	Grade 8 %
No		96	
Yes		4	

Question HS M.14/MS M.10: Have you ever been forced to have sexual intercourse when you did not want to?
Note: Cells are empty if there are less than 10 respondents.

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	208	102	128
Final number	2	74	1
Response Rate	1%	73%	1%

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Student learning environment[†]		66		N3.1
Learning engagement climate[†]		26		N3.2
Fairness and respect[†]		38		N4.1
Racial/Ethnic conflict[†]		12		N4.2
Respect for diversity[†]		53		N4.3
Clarity of rules[†]		68		N5.1
Disciplinary harshness[†]		36		N5.2
Student peer relationships[†]		44		N6.1
Support for social emotional learning[†]		53		N7.1
Antibullying climate[†]		37		N8.1
Quality of school facilities[†Φ]		36		N9.1
Time for lunch[†]		50		N10.1

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

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

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

[Φ]*In-school only.*

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Student learning environment			
Average reporting "Agree" or "Strongly agree"		66	
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.			
Strongly disagree		5	
Disagree		7	
Neither disagree nor agree		31	
Agree		47	
Strongly agree		9	
My teachers work hard to help me with my schoolwork when I need it.			
Strongly disagree		4	
Disagree		7	
Neither disagree nor agree		19	
Agree		49	
Strongly agree		22	
Teachers show how classroom lessons are helpful to students in real life.			
Strongly disagree		4	
Disagree		9	
Neither disagree nor agree		36	
Agree		43	
Strongly agree		7	

Question HS/MS N.3-6: How strongly do you agree or disagree with the following statements about your school?... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose. [In-school]... Adults from this school encourage me to work hard so I can be successful in college or at the job I choose. [Remote only]... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table N3.1
Student Learning Environment Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Teachers give students a chance to take part in classroom discussions or activities.			
Strongly disagree		5	
Disagree		4	
Neither disagree nor agree		18	
Agree		59	
Strongly agree		14	
Teachers go out of their way to help students.			
Strongly disagree		4	
Disagree		7	
Neither disagree nor agree		23	
Agree		51	
Strongly agree		15	
Teachers help students catch up when they return from an absence.			
Strongly disagree		5	
Disagree		4	
Neither disagree nor agree		16	
Agree		53	
Strongly agree		21	
My teachers give me useful feedback on my work.			
Strongly disagree		4	
Disagree		5	
Neither disagree nor agree		18	
Agree		55	
Strongly agree		18	

Question HS/MS N.7, 9-12: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence. [In-school]... Teachers help students catch up after being absent from online classes. [Remote only]... My teachers give me useful feedback on my work.
Note: Cells are empty if there are less than 10 respondents.

Table N3.1

Student Learning Environment Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
This school is a supportive and inviting place for students to learn.[Ø] *(In-School Only)*			
Strongly disagree		7	
Disagree		5	
Neither disagree nor agree		27	
Agree		52	
Strongly agree		8	

Question HS/MS N.8: How strongly do you agree or disagree with the following statements about your school?...
This school is a supportive and inviting place for students to learn.

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

[Ø]*Item not included in the scale.*

Table N3.2
Learning Engagement Climate Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Learning engagement climate			
Average reporting "Agree" or "Strongly agree"		26	
Students at this school are motivated to learn.			
Strongly disagree		7	
Disagree		19	
Neither disagree nor agree		50	
Agree		24	
Strongly agree		0	
Students pay attention in class.			
Strongly disagree		6	
Disagree		19	
Neither disagree nor agree		50	
Agree		25	
Strongly agree		0	
Students try their best in school.			
Strongly disagree		1	
Disagree		13	
Neither disagree nor agree		55	
Agree		24	
Strongly agree		6	

Question HS/MS N.1, 2, 57-60: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn. [In-school]... Students from this school are motivated to learn. [Remote only]... Students pay attention in class. [In-school]... Students pay attention during class. [Remote only]... Students try their best in school. [In-school]... Students try their best on schoolwork. [Remote only]

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

Table N3.2

Learning Engagement Climate Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Students turn in their homework on time.			
Strongly disagree		1	
Disagree		10	
Neither disagree nor agree		65	
Agree		24	
Strongly agree		0	
Students usually follow the rules at school.^Ø *(In-School Only)*			
Strongly disagree		4	
Disagree		13	
Neither disagree nor agree		51	
Agree		28	
Strongly agree		3	

Question HS/MS N.61, 62: How strongly do you agree or disagree with the following statements about your school?... Students usually follow the rules at school... Students turn in their homework on time.

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

Ø Item not included in the scale.

Table N3.3

School Promotes Academic Success

	Grade 6 %	Grade 7 %	Grade 8 %
This school promotes academic success for all students.			
Strongly disagree		3	
Disagree		3	
Neither disagree nor agree		34	
Agree		54	
Strongly agree		6	

Question HS/MS N.63: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Fairness and respect			
Average reporting "Agree" or "Strongly agree"		38	
Adults at this school treat all students with respect.			
Strongly disagree		7	
Disagree		5	
Neither disagree nor agree		34	
Agree		41	
Strongly agree		12	
Students treat teachers with respect.			
Strongly disagree		5	
Disagree		21	
Neither disagree nor agree		51	
Agree		19	
Strongly agree		4	
The school rules are fair.			
Strongly disagree		11	
Disagree		16	
Neither disagree nor agree		36	
Agree		30	
Strongly agree		7	
All students are treated fairly when they break school rules.			
Strongly disagree		7	
Disagree		10	
Neither disagree nor agree		47	
Agree		27	
Strongly agree		10	

Question HS/MS N.13-17: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect. [In-school]... Adults from this school treat all students with respect. [Remote only]... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

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

Table N4.2
Racial/Ethnic Conflict Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Racial/Ethnic conflict			
Average reporting "Agree" or "Strongly agree"		12	
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.			
Strongly disagree		45	
Disagree		28	
Neither disagree nor agree		20	
Agree		3	
Strongly agree		4	
There is a lot of tension in this school between people of different cultures, races, or ethnicities.			
Strongly disagree		14	
Disagree		21	
Neither disagree nor agree		47	
Agree		11	
Strongly agree		6	

Question HS/MS N.43-45: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture. [In-school]... I have been disrespected by an adult from this school because of my race, ethnicity, or culture. [Remote only]... There is a lot of tension in this school between people of different cultures, races, or ethnicities.
Note: Cells are empty if there are less than 10 respondents.

Table N4.3
Respect for Diversity Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Respect for diversity			
Average reporting "Agree" or "Strongly agree"		53	
Students in this school respect each other's differences.			
Strongly disagree		16	
Disagree		10	
Neither disagree nor agree		46	
Agree		24	
Strongly agree		4	
Adults/teachers in this school respect differences in students.			
Strongly disagree		3	
Disagree		7	
Neither disagree nor agree		31	
Agree		46	
Strongly agree		13	
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.			
Strongly disagree		4	
Disagree		0	
Neither disagree nor agree		24	
Agree		57	
Strongly agree		15	

Question HS/MS N.46-51: How strongly do you agree or disagree with the following statements about your school?... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation). [In-school]... Students from this school respect each other's differences (for example, gender, race, culture, sexual orientation). [Remote only]... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation). [In-school]... Teachers from this school respect differences in students (for example, gender, race, culture, sexual orientation). [Remote only]... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other. [In-school]... Teachers show that they think it is important for students of different races and cultures to get along with each other. [Remote only]

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

Table N4.4
Restorative Practices

	Grade 6 %	Grade 7 %	Grade 8 %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.			
Strongly disagree		1	
Disagree		10	
Neither disagree nor agree		38	
Agree		41	
Strongly agree		9	

Question HS/MS N.64: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).
Note: Cells are empty if there are less than 10 respondents.

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Clarity of rules			
Average reporting "Agree" or "Strongly agree"		68	
This school clearly informs students what would happen if they break school rules.			
Strongly disagree		4	
Disagree		3	
Neither disagree nor agree		19	
Agree		53	
Strongly agree		21	
Rules in this school are made clear to students.			
Strongly disagree		3	
Disagree		4	
Neither disagree nor agree		32	
Agree		48	
Strongly agree		14	
This school makes it clear how students are expected to act.			
Strongly disagree		3	
Disagree		4	
Neither disagree nor agree		25	
Agree		51	
Strongly agree		18	

Question HS/MS N.18, 23-25: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students. [In-school]... School rules are made clear to students. [Remote only]... This school makes it clear how students are expected to act.

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

Table N5.2

Disciplinary Harshness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Disciplinary harshness			
Average reporting "Agree" or "Strongly agree"		36	
The rules in this school are too strict.			
Strongly disagree		7	
Disagree		23	
Neither disagree nor agree		42	
Agree		18	
Strongly agree		10	
It is easy for students to get kicked out of class or get suspended.			
Strongly disagree		7	
Disagree		23	
Neither disagree nor agree		37	
Agree		23	
Strongly agree		10	
Students get in trouble for breaking small rules.			
Strongly disagree		4	
Disagree		11	
Neither disagree nor agree		38	
Agree		32	
Strongly agree		15	

Question HS/MS N.19-22: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended. [In-school]... It is easy for students to get kicked out of class (in person or remote) or get suspended. [Remote only]... Students get in trouble for breaking small rules.

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Student peer relationships			
Average reporting "Agree" or "Strongly agree"		44	
Students enjoy doing things with each other during school activities.			
Strongly disagree		3	
Disagree		6	
Neither disagree nor agree		31	
Agree		52	
Strongly agree		8	
Students care about each other.			
Strongly disagree		4	
Disagree		7	
Neither disagree nor agree		47	
Agree		36	
Strongly agree		6	
Students treat each other with respect.			
Strongly disagree		9	
Disagree		7	
Neither disagree nor agree		51	
Agree		30	
Strongly agree		3	
Students get along well with each other.			
Strongly disagree		7	
Disagree		9	
Neither disagree nor agree		41	
Agree		36	
Strongly agree		7	

Question HS/MS N.26-29: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Support for social emotional learning			
Average reporting "Agree" or "Strongly agree"		53	
This school encourages students to feel responsible for how they act.			
Strongly disagree		3	
Disagree		6	
Neither disagree nor agree		27	
Agree		55	
Strongly agree		10	
This school encourages students to understand how others think and feel.			
Strongly disagree		4	
Disagree		7	
Neither disagree nor agree		40	
Agree		43	
Strongly agree		6	
Students are taught that they can control their own behavior.			
Strongly disagree		7	
Disagree		1	
Neither disagree nor agree		31	
Agree		50	
Strongly agree		10	

Question HS/MS N.30-32: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel.... Students are taught that they can control their own behavior.
Note: Cells are empty if there are less than 10 respondents.

Table N7.1

Support for Social Emotional Learning Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
This school helps students resolve conflicts with one another.			
Strongly disagree		6	
Disagree		10	
Neither disagree nor agree		43	
Agree		39	
Strongly agree		1	
This school encourages students to care about how others feel.			
Strongly disagree		7	
Disagree		4	
Neither disagree nor agree		51	
Agree		34	
Strongly agree		3	
Teachers here make it clear to students that bullying is not tolerated.			
Strongly disagree		1	
Disagree		3	
Neither disagree nor agree		29	
Agree		46	
Strongly agree		21	

Question HS/MS N.33-36: How strongly do you agree or disagree with the following statements about your school?... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated. [In-school]... Teachers make it clear to students that bullying is not tolerated. [Remote only]

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

8. School Antibullying Climate

Table N8.1

Antibullying Climate Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Antibullying climate			
Average reporting "Agree" or "Strongly agree"		37	
If another student was bullying me, I would tell one of the teachers or staff at school.			
Strongly disagree		7	
Disagree		7	
Neither disagree nor agree		45	
Agree		35	
Strongly agree		6	
Students tell teachers when other students are being bullied.			
Strongly disagree		10	
Disagree		6	
Neither disagree nor agree		57	
Agree		22	
Strongly agree		6	
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree		3	
Disagree		3	
Neither disagree nor agree		39	
Agree		46	
Strongly agree		10	

Question HS/MS N.37-40: How strongly do you agree or disagree with the following statements about your school?... If another student was bullying me, I would tell one of the teachers or staff at school. [In-school]... If another student was bullying me, I would tell one of the teachers or school staff. [Remote only]...Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table N8.1
Antibullying Climate Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Students here try to stop bullying when they see it happening.			
Strongly disagree		7	
Disagree		13	
Neither disagree nor agree		57	
Agree		19	
Strongly agree		4	

Question HS/MS N.41, 42: How strongly do you agree or disagree with the following statements about your school?... Students here try to stop bullying when they see it happening. [In-school]... Students try to stop bullying when they see it happening. [Remote only]

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

9. School Physical Environment

Table N9.1

Quality of School Facilities Scale Questions (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Quality of school facilities			
Average reporting "Agree" or "Strongly agree"		36	
My school is usually clean and tidy.			
Strongly disagree		4	
Disagree		16	
Neither disagree nor agree		38	
Agree		41	
Strongly agree		1	
The schoolyard and buildings are clean and in good condition.			
Strongly disagree		9	
Disagree		10	
Neither disagree nor agree		43	
Agree		36	
Strongly agree		1	
The school grounds are kept clean.			
Strongly disagree		12	
Disagree		18	
Neither disagree nor agree		38	
Agree		32	
Strongly agree		0	

Question HS/MS A.39, N.52, 56: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

Table N9.2

Classroom Crowding (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
My classroom is so crowded it is hard to concentrate and learn.			
Strongly disagree		16	
Disagree		35	
Neither disagree nor agree		32	
Agree		13	
Strongly agree		3	

Question HS/MS N.53: How strongly do you agree or disagree with the following statements about your school?...
My classroom is so crowded it is hard to concentrate and learn.

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Time for lunch			
Average reporting "Agree" or "Strongly agree"		50	
I eat my lunch at the right time of day.			
Strongly disagree		13	
Disagree		10	
Neither disagree nor agree		36	
Agree		34	
Strongly agree		6	
I have plenty of time to eat my lunch.			
Strongly disagree		6	
Disagree		7	
Neither disagree nor agree		26	
Agree		47	
Strongly agree		13	

Question HS/MS N.54, 55: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Table N10.2

Clean and Drinkable Water *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
This school has clean and drinkable water.			
Strongly disagree		7	
Disagree		13	
Neither disagree nor agree		44	
Agree		32	
Strongly agree		3	

Question HS/MS N.65: How strongly do you agree or disagree with the following statements about your school?...
This school has clean and drinkable water.

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

Tobacco Module

1. Module Sample

Table Q1.1

Student Sample for Tobacco Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	208	102	128
Final number	1	66	1
Response Rate	0%	65%	1%

2. Smoking Patterns and Access to Cigarettes

Table Q2.1

Lifetime Smoking

	Grade 6 %	Grade 7 %	Grade 8 %
Smoked cigarettes daily			
No		98	
Yes		2	
Smoked 100 cigarettes			
No		100	
Yes		0	

Question HS/MS Q.1, 4: Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?... Have you smoked 100 cigarettes in your life?

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

Table Q2.2
Smoking in Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Number of cigarettes smoked per day			
None		98	
Less than 1 cigarette per day		2	
1 cigarette or more per day		0	
1 cigarette per day		0	
2 to 5 cigarettes per day		0	
6 to 10 cigarettes per day		0	
11 to 20 cigarettes per day		0	
More than 20 cigarettes per day		0	
Sources for obtaining cigarettes			
Did not smoke cigarettes in the past 30 days		98	
Bought them in a store		0	
Bought them from a vending machine		0	
Gave someone else money to buy them for me		0	
Borrowed them from someone else		2	
Took them from a store or family member		0	
A friend gave them to me		0	
A person 18 years or older gave them to me		0	
Other people gave them to me		0	
Got them some other way		0	
Current cigar smoking			
0 days		98	
1 to 2 days		2	
3 to 5 days		0	
6 to 9 days		0	
10 to 19 days		0	
20 to 30 days		0	

Question HS/MS Q.3, 5, 6: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?... If you smoked cigarettes during the past 30 days, how did you usually get them? (Select Only One Response.)... During the past 30 days, on how many days did you smoke any cigars, cigarillos, or little cigars (Swishers, Black&Mild, or Prime Times)?

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

Table Q2.3

E-Cigarette Consumption

	Grade 6 %	Grade 7 %	Grade 8 %
Have you ever used a vaping device to consume any of the following?			
I've never used a vaping device or e-cigarette		90	
Nicotine or tobacco substitute		3	
Marijuana or THC		2	
Amphetamines, cocaine, or heroin		0	
A flavored product without nicotine, alcohol, or other drug		5	
Any other product or substance		2	
I was not sure what was in the vaping device or e-cigarette		3	

Question HS/MS Q.32: Have you ever used a vaping device or e-cigarette to consume any of the following? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table Q2.4

Ever Smoke to Control Weight

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

Question HS/MS Q.2: Did you ever smoke to control your weight?

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

Table Q2.5

Current Desire to Quit Smoking Cigarettes

	Grade 6 %	Grade 7 %	Grade 8 %
I don't smoke cigarettes; does not apply		98	
No		0	
Yes		2	

Question HS/MS Q.7: If you now smoke cigarettes, would you like to quit smoking?

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

3. Smoking Cessation

Table Q3.1
Likelihood of Quitting

	Grade 6 %	Grade 7 %	Grade 8 %
I don't use tobacco; does not apply		100	
Definitely will		0	
Probably will		0	
May or may not		0	
Probably will not		0	
Definitely will not		0	

Question HS/MS Q.8: If you are currently using tobacco, how likely are you to try to quit?
Note: Cells are empty if there are less than 10 respondents.

Table Q3.2
Lifetime Frequency of Smoking Cessation Attempts

	Grade 6 %	Grade 7 %	Grade 8 %
I don't smoke cigarettes; does not apply		98	
0 times		2	
One or more times		0	
1 time		0	
2 to 3 times		0	
4 or more times		0	

Question HS/MS Q.9: How many times have you tried to quit smoking cigarettes?
Note: Cells are empty if there are less than 10 respondents.

Table Q3.3
Control Over Quitting

	Grade 6 %	Grade 7 %	Grade 8 %
I don't use tobacco; does not apply		100	
No control at all		0	
A little control		0	
Medium control		0	
A lot of control		0	
Total control		0	

Question HS/MS Q.10: How much control do you have over whether you quit using tobacco?
Note: Cells are empty if there are less than 10 respondents.

Table Q3.4
Type of Help Sought at School to Help Quit Smoking, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Go to a special group or class			
Did not use tobacco		97	
No		3	
Yes		0	
Talk to an adult at your school about how to quit			
Did not use tobacco		97	
No		3	
Yes		0	
Talk to a peer helper about how to quit			
Did not use tobacco		97	
No		3	
Yes		0	

Question HS/MS Q.11-13: If you used tobacco during the past 12 months, did you do any of the following things at school to get help to quit using?... Go to a special group or class... Talk to an adult at your school about how to quit... Talk to a peer helper about how to quit.
Note: Cells are empty if there are less than 10 respondents.

4. Attitudes and Beliefs

Table Q4.1

Likelihood of Smoking in the Next Year

	Grade 6 %	Grade 7 %	Grade 8 %
Sure it will not happen		84	
It probably will not happen		11	
Even chance (50-50) that it will happen		5	
It probably will happen		0	
It will happen for sure		0	

Question HS/MS Q.17: How likely do you think it is that you will smoke one or more cigarettes in the next year?
Note: Cells are empty if there are less than 10 respondents.

Table Q4.2

Agreement with Eight Statements About Smoking

	Grade 6 %	Grade 7 %	Grade 8 %
Smoking makes kids look grown up		12	
Smoking makes your teeth yellow		95	
Smoking is cool		3	
Smoking makes you smell bad		90	
Smoking helps you make friends		7	
Smoking is bad for your health		88	
Smoking helps you relax		20	
Smoking helps control your weight		18	

Question HS/MS Q.19-26: Please indicate whether or not you agree with the following statements... Smoking makes kids look grown up... Smoking makes your teeth yellow... Smoking is cool... Smoking makes you smell bad... Smoking helps you make friends... Smoking is bad for your health... Smoking helps you relax... Smoking helps control your weight.
Notes: Cells are empty if there are less than 10 respondents.
Results are based on percent of participants responding "Very much agree" or "Agree".

Table Q4.3

Estimated Prevalence of Adult Cigarette Smoking

	Grade 6 %	Grade 7 %	Grade 8 %
None of them		40	
Some		42	
Many		13	
Most or all		5	

Question HS/MS Q.18: About how many adults you know smoke cigarettes?
Note: Cells are empty if there are less than 10 respondents.

Table Q4.4

Estimated Prevalence of Peer Cigarette Smoking

	Grade 6 %	Grade 7 %	Grade 8 %
0		41	
10		43	
20		5	
30		3	
40		5	
50		2	
60		0	
70		0	
80		0	
90		0	
100		0	

Question HS/MS Q.31: Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think smoke cigarettes at least once a month?
Note: Cells are empty if there are less than 10 respondents.

Table Q4.5

Personal Disapproval of Peer Cigarette Smoking, One or More Packs a Day

	Grade 6 %	Grade 7 %	Grade 8 %
Neither approve nor disapprove		27	
Somewhat disapprove		10	
Strongly disapprove		63	

Question HS/MS Q.27: How do you feel about someone your age smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 10 respondents.

Table Q4.6

Perceived Peer Disapproval of Cigarette Smoking, One or More Packs a Day

	Grade 6 %	Grade 7 %	Grade 8 %
Neither approve nor disapprove		24	
Somewhat disapprove		12	
Strongly disapprove		64	

Question HS/MS Q.28: How do you think your close friends would feel about you smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 10 respondents.

5. Prevention Program Exposure

Table Q5.1

Tobacco Education in School, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Have lessons about tobacco and its effects on the body			
No		17	
Yes		70	
Not sure		13	
Practice different ways to refuse or say "no" to tobacco offers			
No		27	
Yes		47	
Not sure		25	

Question HS/MS Q.15, 16: During the past 12 months, did you do any of these things at school?... Have lessons about tobacco and its effects on the body... Practice different ways to refuse or say "no" to tobacco offers.
Note: Cells are empty if there are less than 10 respondents.

Table Q5.2

Perceived Ability to Refuse a Friend's Offer of Cigarettes

	Grade 6 %	Grade 7 %	Grade 8 %
Very hard		3	
Hard		5	
Easy		12	
Very easy		80	

Question HS/MS Q.14: How hard would it be for you to refuse or say "no" to a friend who offered you a cigarette to smoke?
Note: Cells are empty if there are less than 10 respondents.

Table Q5.3

Talked with Parents/Guardians About Tobacco Use, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No		67	
Yes		33	

Question HS/MS Q.29: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco use?

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

6. Media Exposure

Table Q6.1

Tobacco Use in Movies, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
0 times		32	
1 time		17	
2 times		8	
3 times		5	
4 to 6 times		12	
7 or more times		25	

Question HS/MS Q.30: During the past 12 months, how many times did you see someone smoking tobacco in a movie you watched?

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

Appendix

CHKS Content Overview, 2021-22

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).[2] For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[3]

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

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and students supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Fifty-one items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.[4] The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

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

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that "beat the odds" academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The more positive the school climate, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.[6]

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

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[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/#slcr

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

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

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.[7] These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.

- **Ninth graders** report the lowest rates of developmental support.

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools. [8] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[9]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[13] [14] For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth[15] are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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

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[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/

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[16] CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email calschls@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.[17]

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

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

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

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

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.[18] Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[19]

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in schoolwork, and being bored or uninterested in school, another good indicator of disengagement.[20]

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.[21] [22] [23] [24] [25] [26]

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.[27] It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

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

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

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

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

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

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

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

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

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

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

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[28] This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.[29] [30]

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.[31]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/17 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[32] Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.[33] Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.[34] These behaviors adversely affect not only students' ability

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

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

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

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

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

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

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

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

Perceived Safety

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

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.[38]

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.[39]

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.[40] Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.[41] [42] They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

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

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

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

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

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

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

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

about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.[43] Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.[44] About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.[45]

Alcohol and Other Drug Use at School (Section 9)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.[46] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[47] [48]

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[49] [50]

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life sastisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.[51] They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.[52]

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.[53] [54]

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

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

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

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

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

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

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