

CALIFORNIA HEALTHY KIDS SURVEY



Torrey Pines High Secondary 2021-2022 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 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				✓	

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	631	742	648	637
Final number	576	593	551	488
Response Rate	91%	80%	85%	77%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	570	587	547	486
Remote learning only	6	6	4	2

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness ^{†#} <i>(In-School Only)</i>	65	65	65	66	A6.4
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.4
Academic motivation [†]	66	70	62	60	A6.4
School is really boring [±]	55	54	49	58	A6.11
School is worthless and a waste of time [±]	17	18	17	22	A6.11
Monthly Absences (3 or more)	10	12	16	24	A6.2
Maintaining focus on schoolwork [†]	39	33	31	30	A6.10
Caring adult relationships [‡]	61	66	68	70	A6.4
High expectations-adults in school [‡]	73	75	76	76	A6.4
Meaningful participation [‡]	31	34	34	32	A6.4
Facilities upkeep ^{†Φ}	46	49	51	56	A6.14
Promotion of parental involvement in school [†]	47	46	46	45	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	69	70	74	77	A8.1
Experienced any harassment or bullying [§]	30	25	25	24	A8.2
Had mean rumors or lies spread about you [§]	26	21	22	20	A8.3
Been afraid of being beaten up ^{§Φ}	12	8	5	4	A8.3
Been in a physical fight ^{§Φ}	5	4	1	2	A8.4
Seen a weapon on campus ^{§Φ}	8	7	5	3	A8.6
Cyberbullying [§]	24	17	20	19	A8.3

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

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

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

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

[±] Rating of 6 or higher.

^Φ In-school only.

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

[§] Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Substance Use					
Current alcohol or drug use [¶]	9	12	23	38	A9.5
Current marijuana use [¶]	4	5	9	22	A9.5
Current binge drinking [¶]	3	6	13	25	A9.5
Very drunk or “high” 7 or more times, ever	4	4	11	21	A9.7
Been drunk or “high” on drugs at school, ever	2	4	7	12	A9.9
Current cigarette smoking [¶]	1	1	3	4	A10.4
Current vaping [¶]	5	5	10	14	A10.4
Current tobacco vaping [¶]	4	4	10	12	A10.5
Current marijuana vaping [¶]	3	4	5	11	A10.5
Routines					
Eating of breakfast [‡]	71	69	66	63	A4.1
Bedtime (at 12 am or later)	17	24	31	34	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) [¶] ^δ					A5.1
Synchronous instruction (4 days or more) [¶] ^δ					A5.1
Interest in schoolwork done from home ^δ					A5.3
Meaningful opportunities [‡] ^δ					A5.2
Social and Emotional Health					
Social emotional distress [‡]	29	30	32	31	A7.5
Experienced chronic sadness/hopelessness [§]	24	27	33	32	A7.1
Considered suicide [§]	12	12	14	11	A7.2
Optimism [‡]	55	53	50	51	A7.3
Life satisfaction [±]	69	66	64	65	A7.4

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[¶]Past 7 days.

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
In-School Model	99	99	99	100
Remote Learning Model	1	1	1	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	52	46	51	49
Female	46	51	46	48
Nonbinary	1	1	1	2
Something else	2	2	2	1

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

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

Table A3.3
Sexual Orientation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	81	80	78	82
Lesbian or Gay	3	2	2	2
Bisexual	8	7	9	9
Something else	2	4	2	2
Not sure	3	5	5	3
Decline to respond	3	2	4	2

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

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

Table A3.4
Gender Identity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	95	95	93	95
Yes, I am transgender	2	1	1	1
I am not sure if I am transgender	1	1	3	1
Decline to respond	2	3	3	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native, non-Hispanic	1	0	1	0
Asian or Asian American, non-Hispanic	17	23	20	20
Black or African American, non-Hispanic	2	1	2	1
Hispanic or Latinx	17	16	16	16
Native Hawaiian or Pacific Islander, non-Hispanic	0	1	0	0
White, non-Hispanic	47	45	48	47
Multiracial, non-Hispanic	11	9	10	12
Something else, non-Hispanic	5	5	3	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	96	97	97	96
Other relative's home	1	1	1	1
A home with more than one family	2	1	1	1
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	1
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	0	1	1	0

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

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

Table A3.7***Highest Education of Parents***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	6	4	6	5
Graduated from high school	4	2	2	2
Attended college but did not complete four-year degree	4	5	5	4
Graduated from college	82	84	82	87
Don't know	4	5	5	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	79	76	75	79
Spanish	6	5	5	4
Mandarin	3	5	7	6
Cantonese	0	1	1	1
Taiwanese	0	0	0	0
Tagalog	1	1	0	0
Vietnamese	0	1	1	1
Korean	2	5	4	3
Arabic	1	1	0	0
Other	7	7	8	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How well do you...</i>				
understand English?				
Very well	81	79	81	82
Well	16	16	16	15
Not well	3	3	2	2
Not at all	1	2	1	1
speak English?				
Very well	65	68	75	73
Well	29	20	21	21
Not well	5	12	4	4
Not at all	1	1	1	1
read English?				
Very well	67	71	74	74
Well	28	21	22	21
Not well	4	7	3	3
Not at all	1	1	1	1
write English?				
Very well	58	58	68	65
Well	36	30	26	29
Not well	4	10	4	5
Not at all	2	1	1	1
<i>English Language Proficiency Status</i>				
Proficient	63	64	72	71
Not proficient	37	36	28	29

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	79	80	81	88
1 day	3	2	3	2
2 days	3	2	2	1
3 days	1	3	3	1
4 days	3	4	2	2
5 days	11	9	9	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	94	96	97	96
Yes	4	3	2	3
Don't know	1	1	2	1

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

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	29	31	34	37
Yes	71	69	66	63

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Before 7:00 pm	0	1	0	1
7:00-7:59 pm	1	1	1	0
8:00-8:59 pm	3	2	1	1
9:00-9:59 pm	17	11	6	8
10:00-10:59 pm	37	32	27	24
11:00-11:59 pm	25	29	33	32
12:00-12:59 am	10	13	17	21
After 1:00 am	8	11	14	13
<i>Bedtime at 12 am or later</i>	17	24	31	34

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

Question HS/MS A.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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	43	50	43	41
A's and B's	34	31	36	37
Mostly B's	6	5	8	8
B's and C's	10	8	7	9
Mostly C's	2	1	1	2
C's and D's	3	3	3	2
Mostly D's	0	1	1	0
Mostly F's	2	1	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	56	54	48	36
1 day	22	21	21	22
2 days	12	12	15	18
3 or more days	10	12	16	24

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	53	50	43	34
Illness (feeling physically sick), including problems with breathing or your teeth	32	35	42	46
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	7	8	14	16
Didn't get enough sleep	10	12	17	26
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1	1
Had to take care of or help a family member or friend	3	3	3	4
Wanted to spend time with friends	1	2	2	9
Used alcohol or drugs	0	1	1	2
Were behind in schoolwork or weren't prepared for a test or class assignment	5	8	11	14
Were bored or uninterested in school	3	5	6	17
Had no transportation to school <i>(In-School Only)</i>	1	1	1	1
Other reason	13	14	12	14

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports	55	59	59	59	
Caring adults in school [‡]	61	66	68	70	A6.5
High expectations-adults in school [‡]	73	75	76	76	A6.6
Meaningful participation at school [‡]	31	34	34	32	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	65	65	65	66	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	66	70	62	60	A6.9
Promotion of parental involvement in school [†]	47	46	46	45	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	66	68	70
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	10	8	9	6
A little true	33	28	22	24
Pretty much true	37	36	37	36
Very much true	21	28	32	34
<i>who notices when I’m not there.</i>				
Not at all true	11	9	14	8
A little true	30	28	23	25
Pretty much true	33	35	38	39
Very much true	26	28	25	28
<i>who listens to me when I have something to say.</i>				
Not at all true	9	7	8	4
A little true	25	22	19	23
Pretty much true	40	39	40	38
Very much true	26	33	34	35

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	75	76	76
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	10	6	10	6
A little true	20	20	18	20
Pretty much true	41	40	40	41
Very much true	30	34	32	33
<i>who always wants me to do my best.</i>				
Not at all true	6	3	5	3
A little true	16	16	13	17
Pretty much true	39	42	38	40
Very much true	39	39	44	40
<i>who believes that I will be a success.</i>				
Not at all true	8	8	7	5
A little true	22	22	19	20
Pretty much true	40	37	37	40
Very much true	30	34	37	35

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	34	34	32
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	9	12	11	13
A little true	30	26	28	31
Pretty much true	38	40	36	34
Very much true	23	22	24	22
I help decide things like class activities or rules.				
Not at all true	42	41	40	44
A little true	35	33	32	33
Pretty much true	16	17	18	16
Very much true	6	9	10	6
I do things that make a difference.				
Not at all true	21	24	25	23
A little true	45	39	37	39
Pretty much true	23	24	26	26
Very much true	12	12	12	12
I have a say in how things work.				
Not at all true	38	37	37	39
A little true	35	35	35	35
Pretty much true	21	19	18	18
Very much true	6	9	10	8
I help decide school activities or rules.				
Not at all true	60	58	61	58
A little true	28	25	22	27
Pretty much true	8	10	11	9
Very much true	4	7	6	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness[#] (<i>In-School Only</i>)				
Average reporting “Agree” or “Strongly agree”	65	65	65	66
School connectedness^ψ (<i>Remote Only</i>)				
Average reporting “Agree” or “Strongly agree”				
I feel close to people at/from this school.				
Strongly disagree	3	3	7	4
Disagree	7	7	9	8
Neither disagree nor agree	19	18	16	19
Agree	42	43	43	47
Strongly agree	29	29	25	21
I am happy with/to be at this school.				
Strongly disagree	5	4	6	4
Disagree	7	9	7	9
Neither disagree nor agree	23	22	23	22
Agree	41	43	44	49
Strongly agree	24	22	21	17
I feel like I am part of this school.				
Strongly disagree	5	3	7	3
Disagree	8	9	9	12
Neither disagree nor agree	27	32	26	27
Agree	42	40	41	43
Strongly agree	18	16	17	15

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.*

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	5	4	5	3
Disagree	11	9	6	9
Neither disagree nor agree	26	23	23	23
Agree	41	48	46	50
Strongly agree	18	17	19	15
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	3	2	4	2
Disagree	6	5	4	3
Neither disagree nor agree	22	24	21	22
Agree	46	49	51	52
Strongly agree	23	20	20	22

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	66	70	62	60
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	3	2
Disagree	3	2	4	6
Neither disagree nor agree	14	12	14	16
Agree	43	44	45	50
Strongly agree	39	40	34	27
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	7	8	7	7
Disagree	19	14	21	23
Neither disagree nor agree	32	31	31	31
Agree	30	32	29	31
Strongly agree	12	15	11	8
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	3	3	4	2
Disagree	9	7	11	13
Neither disagree nor agree	22	20	24	26
Agree	46	47	42	44
Strongly agree	21	24	19	15
I am always trying to do better in my schoolwork.				
Strongly disagree	2	3	3	1
Disagree	3	3	6	9
Neither disagree nor agree	21	18	22	25
Agree	42	47	41	47
Strongly agree	33	30	27	18

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	9	8	6	7
Disagree	30	26	25	23
Neither disagree nor agree	23	20	23	23
Agree	24	28	29	32
Strongly agree	15	18	17	15

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring.				
0 (Strongly disagree)	3	3	3	2
1	2	3	3	1
2	7	6	6	4
3	10	8	9	9
4	8	10	11	8
5	15	15	19	17
6	13	12	12	13
7	15	15	13	16
8	11	11	10	12
9	6	5	5	6
10 (Strongly agree)	10	12	9	11
School is worthless and a waste of time.				
0 (Strongly disagree)	25	18	23	18
1	12	12	13	7
2	16	15	15	18
3	12	14	13	18
4	7	11	9	6
5	9	12	11	11
6	5	5	5	7
7	4	5	4	4
8	2	3	2	5
9	2	1	2	2
10 (Strongly agree)	4	4	4	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	47	46	46	45
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	3	6	5
Disagree	14	16	18	19
Neither disagree nor agree	32	34	33	31
Agree	40	35	35	37
Strongly agree	10	12	9	8
Parents feel welcome to participate at this school.				
Strongly disagree	3	3	5	4
Disagree	9	9	10	11
Neither disagree nor agree	41	42	38	43
Agree	36	33	38	34
Strongly agree	11	12	10	9
School staff take parent concerns seriously.				
Strongly disagree	5	3	6	5
Disagree	9	12	13	13
Neither disagree nor agree	41	40	34	36
Agree	33	34	36	36
Strongly agree	12	11	11	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	28	22	22	15
A little true	36	29	27	35
Pretty much true	21	26	30	28
Very much true	15	23	21	22

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	7	4	6	3
Disagree	17	18	14	11
Neither disagree nor agree	30	29	28	30
Agree	38	37	41	46
Strongly agree	8	12	10	9

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	76	73	67	68
Yes	24	27	33	32

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	88	88	86	89
Yes	12	12	14	11

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	55	53	50	51
Each day I look forward to having a lot of fun.				
Not at all true	14	18	20	16
A little true	35	34	38	41
Pretty much true	31	29	28	29
Very much true	20	19	15	14
I usually expect to have a good day.				
Not at all true	15	18	15	14
A little true	31	29	34	35
Pretty much true	35	34	34	35
Very much true	19	20	17	16
Overall, I expect more good things to happen to me than bad things.				
Not at all true	15	16	16	12
A little true	24	27	28	29
Pretty much true	36	33	34	39
Very much true	24	25	22	21

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	69	66	64	65
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	4	3	5	3
Dissatisfied	4	6	7	7
A little dissatisfied	6	8	8	8
A little satisfied	10	11	11	12
Satisfied	36	36	39	39
Very satisfied	40	37	31	30
my friendships as...				
Very dissatisfied	3	2	4	3
Dissatisfied	4	3	3	3
A little dissatisfied	6	7	8	9
A little satisfied	14	17	16	16
Satisfied	37	37	41	40
Very satisfied	37	34	29	30
my school experience as...				
Very dissatisfied	5	5	6	5
Dissatisfied	9	8	6	7
A little dissatisfied	12	14	11	14
A little satisfied	25	26	30	27
Satisfied	34	32	38	34
Very satisfied	15	15	10	13

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	6	6	6	6
Dissatisfied	8	10	9	5
A little dissatisfied	10	13	13	11
A little satisfied	19	16	22	20
Satisfied	31	33	34	36
Very satisfied	27	23	16	21
where I live as...				
Very dissatisfied	2	2	2	2
Dissatisfied	1	1	2	2
A little dissatisfied	3	3	4	4
A little satisfied	7	9	9	8
Satisfied	31	32	32	34
Very satisfied	56	53	52	49

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	29	30	32	31
I had a hard time relaxing.				
Not at all true	35	33	30	29
A little true	34	34	34	37
Pretty much true	19	20	22	21
Very much true	12	13	15	14
I felt sad and down.				
Not at all true	39	38	31	31
A little true	30	31	35	36
Pretty much true	19	17	19	18
Very much true	12	15	15	15
I was easily irritated.				
Not at all true	31	33	30	28
A little true	29	28	30	32
Pretty much true	24	20	24	21
Very much true	17	18	17	19
It was hard for me to cope and I thought I would panic.				
Not at all true	57	53	51	54
A little true	19	21	24	23
Pretty much true	15	13	13	13
Very much true	9	12	12	11
It was hard for me to get excited about anything.				
Not at all true	58	58	53	48
A little true	22	23	24	28
Pretty much true	11	11	11	14
Very much true	10	8	11	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	19	20	21	26
Safe	50	50	53	51
Neither safe nor unsafe	24	26	22	20
Unsafe	4	2	3	2
Very unsafe	2	2	1	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	87	90	88	89
1 time	6	5	5	4
2 or more times	7	5	6	7
Religion				
0 times	90	93	95	93
1 time	4	5	2	2
2 or more times	6	3	3	5
Gender				
0 times	91	93	91	95
1 time	5	3	4	3
2 or more times	4	4	5	3
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	91	93	92	94
1 time	5	3	4	1
2 or more times	4	4	4	5
A physical or mental disability				
0 times	95	96	97	97
1 time	2	1	2	1
2 or more times	2	2	1	2
Any of the above five reasons	25	21	22	21

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times	96	97	97	97
1 time	2	2	1	1
2 or more times	2	1	2	2
Any other reason				
0 times	87	90	89	91
1 time	5	6	4	4
2 or more times	8	5	6	5
Any harassment	30	25	25	24

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence victimization (<i>In-School Only</i>)				
<i>Average reporting “1 or more times”</i>	22	16	16	14
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)				
0 times	88	90	92	96
1 time	8	4	6	2
2 to 3 times	2	2	2	1
4 or more times	2	3	0	1
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	88	92	95	96
1 time	8	5	3	1
2 to 3 times	3	2	1	2
4 or more times	1	2	0	1
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	74	79	78	80
1 time	11	11	11	8
2 to 3 times	8	5	7	8
4 or more times	7	5	4	3
had sexual jokes, comments, or gestures made to you?				
0 times	74	76	78	78
1 time	10	9	7	9
2 to 3 times	7	6	7	6
4 or more times	9	9	8	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
had your property stolen or deliberately damaged?				
<i>(In-School Only)</i>				
0 times	87	92	90	92
1 time	9	5	8	5
2 to 3 times	3	2	2	2
4 or more times	1	2	1	1
been made fun of because of your looks or the way you talk?				
0 times	70	76	80	79
1 time	12	10	8	8
2 to 3 times	11	7	6	6
4 or more times	8	7	5	6
been made fun of, insulted, or called names?				
0 times	72	81	80	82
1 time	10	9	8	6
2 to 3 times	8	5	7	5
4 or more times	10	5	6	7
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)	76	83	80	81
1 time	11	8	11	7
2 to 3 times	7	5	6	7
4 or more times	6	4	3	5

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

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	4	4	3	3
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	95	96	99	98
1 time	3	2	1	2
2 to 3 times	1	1	1	0
4 or more times	1	1	0	0
been offered, sold, or given an illegal drug?				
0 times	89	90	89	91
1 time	6	4	5	4
2 to 3 times	2	3	3	2
4 or more times	2	2	3	2
damaged school property on purpose?				
0 times	98	96	98	98
1 time	2	2	1	0
2 to 3 times	0	1	0	1
4 or more times	1	1	0	0
carried a gun?				
0 times	99	99	100	100
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
carried any other weapon (such as a knife or club)?				
0 times	98	98	98	99
1 time	1	1	1	1
2 to 3 times	0	0	0	0
4 or more times	1	1	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	94	96	97	97
1 time	3	2	2	1
2 to 3 times	1	1	1	1
4 or more times	1	1	1	1
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	98	98	99	100
1 time	1	1	1	0
2 to 3 times	0	1	0	0
4 or more times	1	1	0	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	92	93	95	97
1 time	5	4	3	1
2 to 3 times	2	2	1	1
4 or more times	1	2	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [^]	25	25	40	53	A9.2
Lifetime alcohol or drug use	29	27	40	53	A9.2
Lifetime marijuana use	8	10	21	34	A9.2
Lifetime very drunk or high (7 or more times)	4	4	11	21	A9.7
Current alcohol or drug use [¶]	9	12	23	38	A9.5
Current marijuana use [¶]	4	5	9	22	A9.5
Current heavy drug use [¶]	3	4	6	15	A9.5
Current heavy alcohol use (binge drinking) [¶]	3	6	13	25	A9.5
Current alcohol or drug use on school property ^{¶Φ}	3	3	5	10	A9.8
Harmfulness of occasional marijuana use ^{BΦ}	36	36	27	23	A9.11
Difficulty of obtaining marijuana ^{CΦ}	10	7	8	5	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	20	22	38	50
Marijuana	8	10	21	34
Inhalants	2	1	2	3
Cocaine, methamphetamine, or any amphetamines	1	1	2	4
Ecstasy, LSD, or other psychedelics	2	3	4	6
Prescription pain medication (opioids)	9	6	6	6
Cold/cough medicines or other over-the-counter medicines to get “high”	7	3	6	7
Any other drug, pill, or medicine to get “high”	3	3	4	5
<i>Any of the above AOD use</i>	29	27	40	53
<i>Any illicit AOD use to get “high”[^]</i>	25	25	40	53

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

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

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	80	78	62	50
1 time	7	7	6	3
2 to 3 times	6	4	7	7
4 or more times	6	11	25	40
Marijuana (smoke, vape, eat, or drink)				
0 times	92	90	79	66
1 time	2	2	5	3
2 to 3 times	1	2	3	5
4 or more times	5	6	13	26
Inhalants				
0 times	98	99	98	97
1 time	1	0	1	2
2 to 3 times	1	0	1	0
4 or more times	0	1	1	1
Cocaine, methamphetamine, or any amphetamines				
0 times	99	99	98	96
1 time	1	0	1	1
2 to 3 times	0	0	0	1
4 or more times	0	1	1	2
Ecstasy, LSD, or other psychedelics				
0 times	98	97	96	94
1 time	1	1	2	2
2 to 3 times	1	1	1	2
4 or more times	0	1	2	2
Prescription pain medication				
0 times	91	94	94	94
1 time	3	2	2	2
2 to 3 times	2	2	2	2
4 or more times	3	2	2	2

Question HS A.72-75, 77, 78/MS A.73-75: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

Table A9.3
Lifetime AOD Use – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	93	97	94	93
1 time	1	0	2	1
2 to 3 times	2	1	1	2
4 or more times	3	2	3	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	97	97	96	95
1 time	1	0	1	1
2 to 3 times	1	1	1	2
4 or more times	1	1	2	2

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

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

Table A9.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	94	94	83	71
1 time	2	1	3	3
2 to 3 times	1	2	3	3
4 or more times	3	3	11	22
In a vaping device?				
0 times	94	93	85	73
1 time	1	1	3	4
2 to 3 times	1	1	2	3
4 or more times	4	4	11	20
Eat or drink it in products made with marijuana?				
0 times	95	95	87	74
1 time	2	1	3	5
2 to 3 times	1	2	4	5
4 or more times	3	2	6	16

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	7	11	21	36
Binge drinking (5 or more drinks in a row)	3	6	13	25
Marijuana (smoke, vape, eat, or drink)	4	5	9	22
Inhalants	1	1	1	1
Prescription drugs to get “high” or for reasons other than prescribed	1	2	1	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	1	2
<i>Any drug use</i>	5	5	9	23
<i>Heavy drug use</i>	3	4	6	15
<i>Any AOD Use</i>	9	12	23	38
Two or more substances at the same time	1	3	4	12

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	93	89	79	64
1 or 2 days	4	7	13	18
3 to 9 days	1	3	7	15
10 to 19 days	1	0	1	2
20 to 30 days	0	1	0	1
Binge drinking (5 or more drinks in a row)				
0 days	97	94	87	75
1 or 2 days	1	4	8	13
3 to 9 days	1	2	4	9
10 to 19 days	0	0	1	2
20 to 30 days	0	0	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	96	95	91	78
1 or 2 days	2	2	4	8
3 to 9 days	1	1	3	7
10 to 19 days	0	1	1	3
20 to 30 days	1	1	2	4

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	92	89	79	64
1 to 2 times	5	6	10	13
3 to 6 times	1	3	6	10
7 or more times	1	2	5	13
“High” (loaded, stoned, or wasted) from using drugs				
0 times	93	92	82	70
1 to 2 times	2	3	6	7
3 to 6 times	1	1	2	4
7 or more times	4	4	10	18
<i>Very drunk or “high” 7 or more times</i>	4	4	11	21

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	98	99	98	96
1 to 2 days	1	1	1	3
3 or more days	1	0	1	2
Marijuana (smoke, vape, eat, or drink)				
0 days	99	98	97	92
1 to 2 days	1	1	1	4
3 or more days	1	1	1	4
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	99	99	100	98
1 to 2 days	0	0	0	0
3 or more days	0	0	0	1
Any of the above	3	3	5	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	98	96	93	88
1 to 2 times	1	2	2	5
3 to 6 times	1	1	2	2
7 or more times	1	1	3	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	94	94	82	69
0 times	5	5	15	28
1 time	1	1	2	2
2 to 3 times	0	0	1	2
4 or more times	0	1	1	0
Marijuana				
Does not apply, don't use	96	95	88	77
0 times	2	3	7	14
1 time	1	1	3	4
2 to 3 times	1	1	2	3
4 or more times	1	0	1	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	25	29	22	20
Moderate	28	23	23	24
Slight	33	32	34	40
None	13	16	21	15
Alcohol - 5 or more drinks once or twice a week				
Great	56	58	52	47
Moderate	29	24	26	34
Slight	6	7	10	13
None	9	11	12	7
Marijuana - use occasionally				
Great	36	36	27	23
Moderate	35	30	24	27
Slight	18	19	26	32
None	11	16	22	18
Marijuana - use daily				
Great	70	63	58	49
Moderate	16	19	18	29
Slight	4	6	11	12
None	9	12	13	9

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	8	6	7	4
Fairly difficult	8	10	5	8
Fairly easy	22	23	27	28
Very easy	25	35	39	48
Don’t know	36	26	22	12
Marijuana				
Very difficult	10	7	8	5
Fairly difficult	11	14	9	9
Fairly easy	22	26	25	30
Very easy	15	22	28	39
Don’t know	41	31	29	17
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	13	12	12	12
Fairly difficult	14	20	19	23
Fairly easy	16	19	18	18
Very easy	16	14	11	14
Don’t know	40	35	40	33

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	3	3	9	12	A10.2
Current cigarette smoking [¶]	1	1	3	4	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	0	2	A10.6
Ever tried smokeless tobacco	2	2	4	6	A10.2
Current smokeless tobacco use [¶]	1	1	1	3	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	2	A10.6
Ever used vape products	11	12	21	32	A10.2
Current use of vape products [¶]	5	5	10	14	A10.4
Current tobacco vaping [¶]	4	4	10	12	A10.5
Current marijuana vaping [¶]	3	4	5	11	A10.5
Current vaping at school ^{¶Φ}	2	2	4	7	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine ^Φ	3	2	7	11	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^{BΦ}	35	40	35	37	A10.9
Harmfulness of smoking 1 or more packs/day ^{BΦ}	76	78	75	82	A10.9
Harmfulness of vaping occasionally ^{BΦ}	38	44	36	38	A10.10
Harmfulness of vaping several times a day ^{BΦ}	81	80	75	81	A10.10
Difficulty of obtaining cigarettes ^{CΦ}	9	8	8	5	A10.11
Difficulty of obtaining vape products ^{CΦ}	6	6	7	4	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping ^Φ	71	73	83	86	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	97	97	91	88
1 time	1	1	2	4
2 to 3 times	1	1	2	2
4 or more times	1	1	5	6
Smokeless tobacco				
0 times	98	98	96	94
1 time	1	1	1	2
2 to 3 times	1	1	1	1
4 or more times	1	1	2	3
Vape products				
0 times	89	88	79	68
1 time	3	3	3	5
2 to 3 times	2	3	3	5
4 or more times	5	7	15	22

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 times	91	91	82	72
1 time	3	2	2	3
2 to 3 times	2	1	2	4
4 or more times	4	5	14	20
Vaped marijuana or THC				
0 times	93	92	84	74
1 time	2	2	2	2
2 to 3 times	1	2	2	3
4 or more times	4	5	12	21
Vaped other product				
0 times	97	96	95	92
1 time	1	1	1	2
2 to 3 times	1	0	1	1
4 or more times	2	3	3	5

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	1	1	3	4
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	1	1	1	3
Daily (20 or more days)	0	0	0	0
Vape products				
Any	5	5	10	14
Daily (20 or more days)	1	2	4	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine?				
0 days	96	96	90	88
1 or 2 days	2	1	3	2
3 to 9 days	0	1	2	2
10 to 19 days	1	1	1	2
20 to 30 days	1	1	4	5
Vaped marijuana or THC?				
0 days	97	96	95	89
1 or 2 days	1	2	1	3
3 to 9 days	1	1	1	4
10 to 19 days	0	1	1	2
20 to 30 days	1	0	2	3
Vaped other product?				
0 days	99	99	99	97
1 or 2 days	1	1	0	1
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	1

*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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	100	100	100	98
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	100	100	98
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	98	98	96	93
1 or 2 days	2	0	1	1
3 to 9 days	0	0	1	1
10 to 19 days	0	1	0	2
20 to 30 days	0	1	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	92	94	94	94
1 day	4	3	2	2
2 days	1	1	2	1
3-9 days	1	1	2	1
10-19 days	1	1	0	0
20-30 days	1	1	1	2

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

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

Table A10.8***Cigarette Smoking and Vaping Cessation Attempts (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	95	96	89	84
0 times	2	3	4	5
1 time	1	0	3	5
2 to 3 times	1	1	2	3
4 or more times	1	0	2	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	35	40	35	37
Moderate	39	34	33	36
Slight	16	14	16	20
None	10	12	16	7
Smoke 1 or more packs of cigarettes each day				
Great	76	78	75	82
Moderate	12	10	10	10
Slight	3	2	2	2
None	9	11	12	6

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vape tobacco or nicotine occasionally				
Great	38	44	36	38
Moderate	40	33	34	39
Slight	13	12	18	16
None	9	11	13	7
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	81	80	75	81
Moderate	8	8	11	11
Slight	3	2	3	3
None	8	10	11	6

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	9	8	8	5
Fairly difficult	16	17	14	16
Fairly easy	23	27	26	26
Very easy	12	16	20	29
Don't know	41	32	32	24
Vape products				
Very difficult	6	6	7	4
Fairly difficult	7	8	5	5
Fairly easy	23	24	21	23
Very easy	29	37	45	55
Don't know	35	26	22	14

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	3	5	3	3
Yes	71	73	83	86
Don't know	26	22	15	12

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

Gang Involvement (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	97	98	98	98
Yes	3	2	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	68	67	62	65
Black or African American	56			
Hispanic or Latinx	63	59	53	58
Native Hawaiian or Pacific Islander				
White	68	68	71	70
Mixed (two or more) ethnics	54	64	65	64
Something else	49	57	76	56
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	68	71	61	65
Black or African American	63			
Hispanic or Latinx	65	66	54	49
Native Hawaiian or Pacific Islander				
White	66	69	66	61
Mixed (two or more) ethnics	63	76	65	65
Something else	68	73	61	

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American	48	46	42	58
Black or African American	50			
Hispanic or Latinx	57	58	52	69
Native Hawaiian or Pacific Islander				
White	56	58	51	57
Mixed (two or more) ethnics	57	46	49	46
Something else	54	59	31	60
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	14	13	10	20
Black or African American	14			
Hispanic or Latinx	20	21	20	32
Native Hawaiian or Pacific Islander				
White	17	20	15	22
Mixed (two or more) ethnics	23	13	28	17
Something else	12	28	7	10
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	7	5	8	11
Black or African American	14			
Hispanic or Latinx	7	15	26	31
Native Hawaiian or Pacific Islander				
White	10	16	17	26
Mixed (two or more) ethnics	13	8	15	28
Something else	15	13	6	25

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

[±]Rating of 6 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American	51	45	40	41
Black or African American	57			
Hispanic or Latinx	30	29	24	27
Native Hawaiian or Pacific Islander				
White	38	30	27	28
Mixed (two or more) ethnics	35	34	34	28
Something else	32	25	44	
Caring adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	63	65	63	70
Black or African American	60			
Hispanic or Latinx	60	65	62	60
Native Hawaiian or Pacific Islander				
White	63	70	73	75
Mixed (two or more) ethnics	52	65	70	65
Something else	56	57	60	57
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	74	73	73	78
Black or African American	74			
Hispanic or Latinx	76	76	67	63
Native Hawaiian or Pacific Islander				
White	74	78	80	83
Mixed (two or more) ethnics	66	72	80	68
Something else	64	67	79	67

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school[‡]				
American Indian or Alaska Native				
Asian or Asian American	31	39	42	34
Black or African American	41			
Hispanic or Latinx	26	24	22	22
Native Hawaiian or Pacific Islander				
White	33	34	35	33
Mixed (two or more) ethnics	28	37	34	33
Something else	40	34	45	
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	52	47	50	56
Black or African American	36			
Hispanic or Latinx	47	50	40	45
Native Hawaiian or Pacific Islander				
White	46	52	55	61
Mixed (two or more) ethnics	42	43	49	49
Something else	44	42	60	50
Promotion of parental involvement in School[†]				
American Indian or Alaska Native				
Asian or Asian American	52	51	52	50
Black or African American	45			
Hispanic or Latinx	46	43	44	40
Native Hawaiian or Pacific Islander				
White	47	46	47	45
Mixed (two or more) ethnics	43	40	41	45
Something else	44	39	48	23

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	81	76	76	80
Black or African American	62			
Hispanic or Latinx	66	70	64	66
Native Hawaiian or Pacific Islander				
White	68	70	79	80
Mixed (two or more) ethnics	59	67	66	71
Something else	76	55	80	
Experienced harassment due to five reasons^{λ§}				
American Indian or Alaska Native				
Asian or Asian American	17	15	23	16
Black or African American	46			
Hispanic or Latinx	28	26	23	21
Native Hawaiian or Pacific Islander				
White	24	17	21	22
Mixed (two or more) ethnics	32	38	25	27
Something else	35	43	19	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	20	18	24	16
Black or African American	46			
Hispanic or Latinx	35	31	27	24
Native Hawaiian or Pacific Islander				
White	29	22	25	27
Mixed (two or more) ethnics	36	40	27	29
Something else	39	43	25	

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American	11	11	15	9
Black or African American	15			
Hispanic or Latinx	21	23	25	21
Native Hawaiian or Pacific Islander				
White	32	26	26	23
Mixed (two or more) ethnics	29	24	21	20
Something else	33	23	13	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	5	6	2	3
Black or African American	23			
Hispanic or Latinx	12	7	8	3
Native Hawaiian or Pacific Islander				
White	11	11	5	4
Mixed (two or more) ethnics	22	4	4	3
Something else	25	10	7	
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	2	1	1	3
Black or African American	8			
Hispanic or Latinx	3	2	2	3
Native Hawaiian or Pacific Islander				
White	3	6	1	1
Mixed (two or more) ethnics	12	2	0	2
Something else	8	7	0	

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	2	5	2	1
Black or African American	8			
Hispanic or Latinx	10	11	8	3
Native Hawaiian or Pacific Islander				
White	5	8	5	4
Mixed (two or more) ethnics	22	4	8	0
Something else	9	0	0	

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American	12	9	18	10
Black or African American	0			
Hispanic or Latinx	22	18	21	20
Native Hawaiian or Pacific Islander				
White	31	20	22	20
Mixed (two or more) ethnics	31	22	13	24
Something else	22	20	25	

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American	2	3	10	18
Black or African American	15			
Hispanic or Latinx	7	13	29	48
Native Hawaiian or Pacific Islander				
White	9	17	29	43
Mixed (two or more) ethnics	20	10	23	35
Something else	8	7	19	
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	1	3	11
Black or African American	0			
Hispanic or Latinx	0	6	13	28
Native Hawaiian or Pacific Islander				
White	6	6	11	27
Mixed (two or more) ethnics	7	6	9	17
Something else	8	7	13	
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	1	2	13
Black or African American	0			
Hispanic or Latinx	2	7	19	20
Native Hawaiian or Pacific Islander				
White	3	8	17	32
Mixed (two or more) ethnics	5	2	8	22
Something else	4	7	13	

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

[¶]*Past 30 days.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	1	1	2	5
Black or African American	8			
Hispanic or Latinx	1	6	17	27
Native Hawaiian or Pacific Islander				
White	5	6	13	27
Mixed (two or more) ethnics	7	2	15	12
Something else	12	6	13	40
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	0	2	2	1
Black or African American	0			
Hispanic or Latinx	1	6	14	13
Native Hawaiian or Pacific Islander				
White	3	6	7	15
Mixed (two or more) ethnics	5	0	8	7
Something else	0	7	6	40
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	2	2	9	17
Black or African American	15			
Hispanic or Latinx	7	13	24	43
Native Hawaiian or Pacific Islander				
White	6	15	27	42
Mixed (two or more) ethnics	13	11	21	33
Something else	4	7	19	

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

[¶]*Past 30 days.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	2
Black or African American	0			
Hispanic or Latinx	1	4	0	9
Native Hawaiian or Pacific Islander				
White	2	2	3	3
Mixed (two or more) ethnics	5	0	0	5
Something else	0	0	7	
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	2
Black or African American	0			
Hispanic or Latinx	0	1	7	5
Native Hawaiian or Pacific Islander				
White	0	2	3	4
Mixed (two or more) ethnics	2	0	0	3
Something else	0	3	0	30
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	1	1	8
Black or African American	8			
Hispanic or Latinx	3	6	20	17
Native Hawaiian or Pacific Islander				
White	6	6	12	15
Mixed (two or more) ethnics	7	4	9	10
Something else	4	13	6	40

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	1	1	4
Black or African American	8			
Hispanic or Latinx	3	3	20	17
Native Hawaiian or Pacific Islander				
White	5	5	12	13
Mixed (two or more) ethnics	5	2	9	8
Something else	4	7	6	
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	1	1	6
Black or African American	0			
Hispanic or Latinx	0	3	10	12
Native Hawaiian or Pacific Islander				
White	5	5	5	14
Mixed (two or more) ethnics	5	4	6	5
Something else	4	7	6	

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
American Indian or Alaska Native				
Asian or Asian American	76	65	74	66
Black or African American	71			
Hispanic or Latinx	66	66	45	52
Native Hawaiian or Pacific Islander				
White	70	72	69	65
Mixed (two or more) ethnics	75	75	71	63
Something else	73	56	56	42
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	23	42	50	45
Black or African American	14			
Hispanic or Latinx	15	15	31	32
Native Hawaiian or Pacific Islander				
White	16	18	26	29
Mixed (two or more) ethnics	23	24	27	33
Something else	19	31	13	25

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

[|]Today.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful opportunities[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American	25	24	26	29
Black or African American	22			
Hispanic or Latinx	31	32	34	32
Native Hawaiian or Pacific Islander				
White	28	31	31	32
Mixed (two or more) ethnics	40	31	45	28
Something else	36	39	23	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	17	18	21	28
Black or African American	8			
Hispanic or Latinx	28	31	40	38
Native Hawaiian or Pacific Islander				
White	24	26	36	32
Mixed (two or more) ethnics	36	36	36	31
Something else	21	40	25	
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	9	11	16	12
Black or African American	8			
Hispanic or Latinx	12	11	16	7
Native Hawaiian or Pacific Islander				
White	10	12	10	11
Mixed (two or more) ethnics	24	13	25	14
Something else	13	17	6	

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American	52	58	46	51
Black or African American	67			
Hispanic or Latinx	52	50	42	49
Native Hawaiian or Pacific Islander				
White	55	51	56	53
Mixed (two or more) ethnics	59	59	42	52
Something else	50	40	56	
Life satisfaction[±]				
American Indian or Alaska Native				
Asian or Asian American	71	65	60	61
Black or African American	63			
Hispanic or Latinx	66	65	59	62
Native Hawaiian or Pacific Islander				
White	71	69	69	70
Mixed (two or more) ethnics	62	64	57	60
Something else	55	59	68	

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	67	69	68	70
Female	63	63	63	64
Nonbinary				
Something else		48	53	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	61	67	60	56
Female	72	72	65	65
Nonbinary				
Something else		52	70	
School is really boring[±]				
Male	57	55	52	60
Female	51	53	47	55
Nonbinary				
Something else		62	27	
School is worthless and a waste of time[±]				
Male	19	17	19	22
Female	14	18	14	22
Nonbinary				
Something else		46	18	

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Male	8	11	16	19
Female	12	13	16	28
Nonbinary				
Something else		8	36	
Maintaining focus on schoolwork[†]				
Male	38	36	36	29
Female	41	32	25	30
Nonbinary				
Something else		8	36	
Caring adults in school[‡]				
Male	60	65	69	70
Female	62	68	68	72
Nonbinary				
Something else		51	47	
High expectations-adults in school[‡]				
Male	71	73	76	74
Female	76	78	78	80
Nonbinary				
Something else		56	43	
Meaningful participation at school[‡]				
Male	31	34	35	32
Female	33	34	34	32
Nonbinary				
Something else		25	28	

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	44	53	48	56
Female	49	47	55	56
Nonbinary				
Something else		15	45	
Promotion of parental involvement in School[‡]				
Male	49	47	49	47
Female	46	45	45	43
Nonbinary				
Something else		41	30	

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

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

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

Table A13.2
School Safety by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
Male	73	77	78	81
Female	67	67	72	74
Nonbinary				
Something else		25	50	
Experienced harassment due to five reasons[^]				
Male	19	15	14	18
Female	30	25	28	23
Nonbinary				
Something else		42	60	
Experienced any harassment or bullying[§]				
Male	24	19	18	21
Female	35	28	32	26
Nonbinary				
Something else		42	60	
Had mean rumors or lies spread about you[§]				
Male	18	14	16	11
Female	34	28	29	28
Nonbinary				
Something else		33	30	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	12	8	5	3
Female	12	9	4	4
Nonbinary				
Something else		8	20	

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	6	7	2	3
Female	2	2	0	1
Nonbinary				
Something else		0	0	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	9	9	6	3
Female	5	5	4	2
Nonbinary				
Something else		17	10	

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Male	18	10	15	13
Female	31	22	25	23
Nonbinary				
Something else		17	40	

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Male	10	13	23	38
Female	8	11	23	36
Nonbinary				
Something else		25		
Current marijuana use[¶]				
Male	5	5	11	22
Female	3	3	7	21
Nonbinary				
Something else		17		
Current binge drinking[¶]				
Male	3	6	14	27
Female	2	4	12	22
Nonbinary				
Something else		25		
Very drunk or “high” 7 or more times, ever				
Male	4	6	13	22
Female	4	3	9	18
Nonbinary				
Something else		17		
Been drunk or “high” on drugs at school, ever				
Male	3	4	9	13
Female	2	3	5	9
Nonbinary				
Something else		17		
Current alcohol use[¶]				
Male	7	12	22	36
Female	6	10	21	34
Nonbinary				
Something else		25		

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	2	0	3	4
Female	2	2	1	4
Nonbinary				
Something else		8	0	
Current cigarette smoking[¶]				
Male	1	1	3	2
Female	0	0	2	5
Nonbinary				
Something else		8	0	
Current vaping[¶]				
Male	5	6	9	10
Female	4	3	12	16
Nonbinary				
Something else		42	0	
Current tobacco vaping[¶]				
Male	5	4	8	8
Female	4	2	12	15
Nonbinary				
Something else		25	0	
Current marijuana vaping[¶]				
Male	4	5	5	9
Female	3	2	5	12
Nonbinary				
Something else		17	0	

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[†]				
Male	72	73	69	69
Female	71	67	63	59
Nonbinary				
Something else		38	55	
Bedtime (at 12 am or later)				
Male	19	27	26	32
Female	15	21	37	34
Nonbinary				
Something else		54	45	

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

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

[†]*Today.*

[‡]*Past 7 days.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Male	22	19	23	24
Female	36	38	40	37
Nonbinary				
Something else		37	44	
Experienced chronic sadness/hopelessness[§]				
Male	18	18	24	24
Female	29	33	42	39
Nonbinary				
Something else		50	40	
Considered suicide[§]				
Male	10	10	7	11
Female	13	13	19	12
Nonbinary				
Something else		25	30	
Optimism[‡]				
Male	57	57	55	53
Female	54	51	45	50
Nonbinary				
Something else		28	57	
Life satisfaction[‡]				
Male	71	70	68	65
Female	66	65	61	67
Nonbinary				
Something else		30		

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

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

[§]*Past 12 months.*

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

Appendix

CHKS Content Overview, 2021-22

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

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

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

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

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

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

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

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

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

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

⁴ See calschls.org/reports-data/#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.

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

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

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

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

Absenteeism

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

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

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

Developmental Supports

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

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

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

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

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

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

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

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

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

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

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