

District Mental Health Report—2022-2023

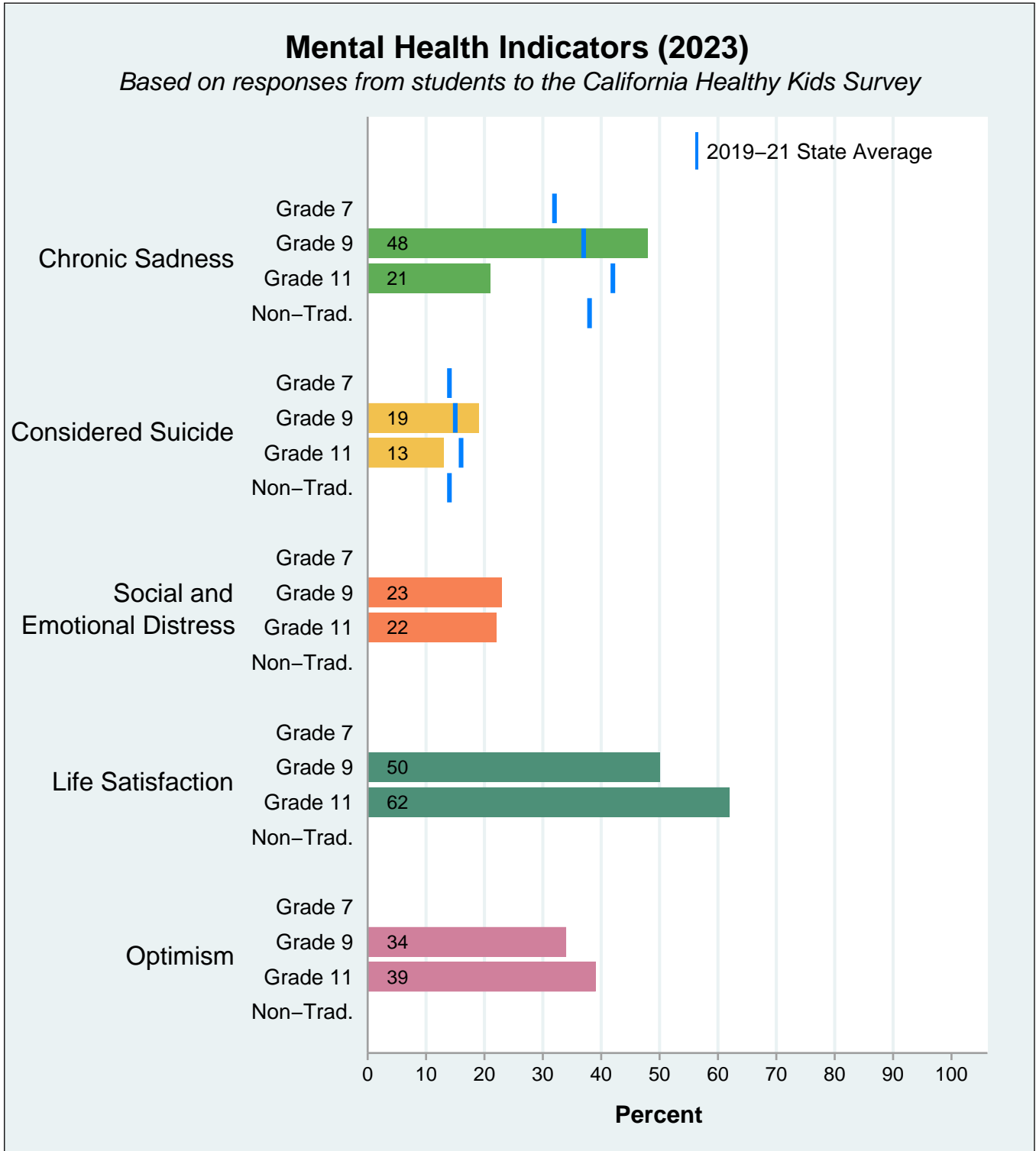
District: Point Arena Joint Union High

Date Prepared: 17 May 2023

No. of Schools/Eligible: 1/1 (Grade 9), 1/1 (Grade 11)

Number of Responses: 31 (Grade 9), 24 (Grade 11)

Response Rate: 89% (Grade 9), 80% (Grade 11)



District Mental Health Report (Grade 9)—2022-2023

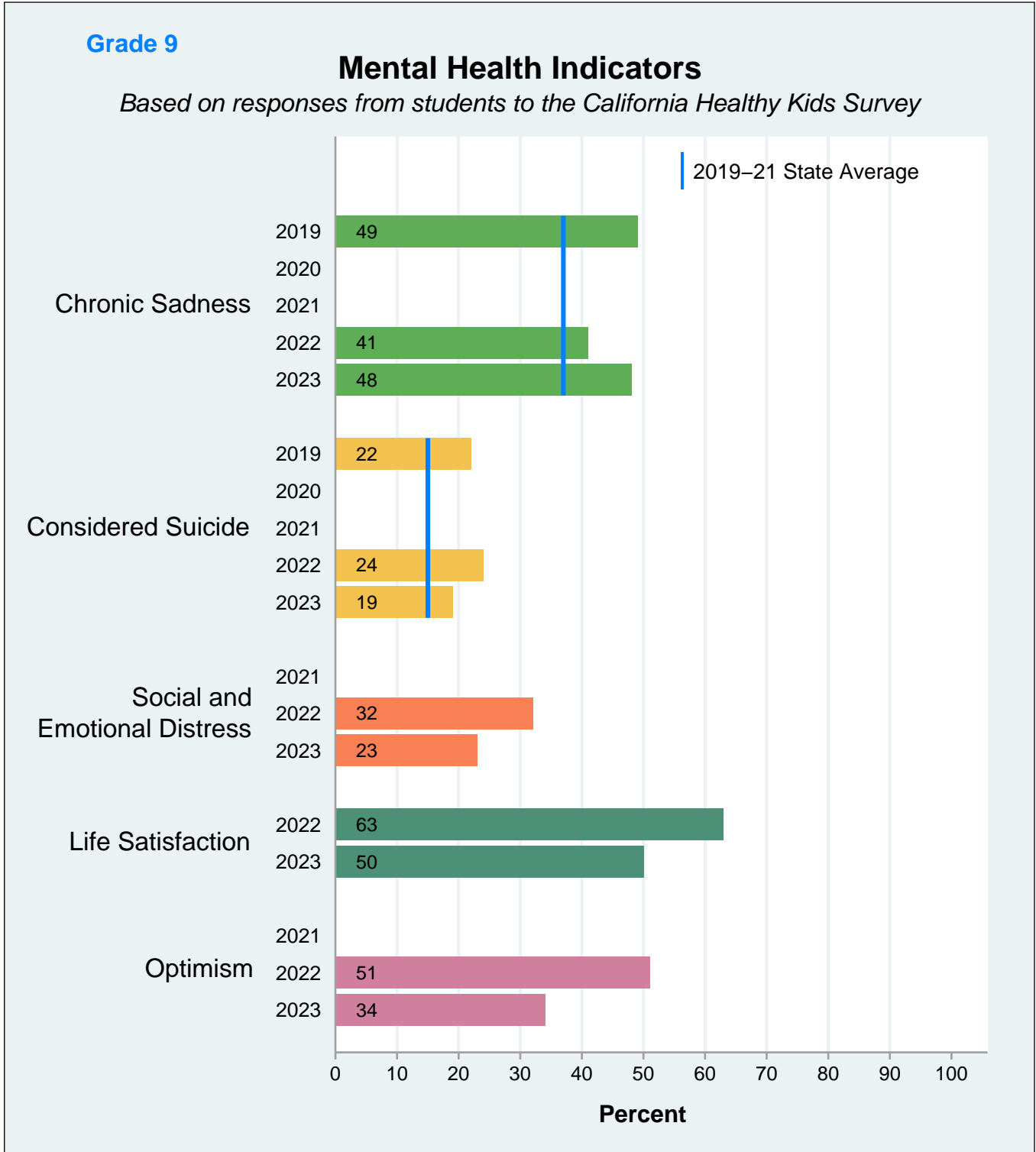
District: Point Arena Joint Union High

Date Prepared: 17 May 2023

No. of Schools/Eligible: 1/1 (2019), 1/1 (2022), 1/1 (2023)

Number of Responses: 36 (2019), 17 (2022), 31 (2023)

Response Rate: 71% (2019), 52% (2022), 89% (2023)



District Mental Health Report (Grade 11)—2022-2023

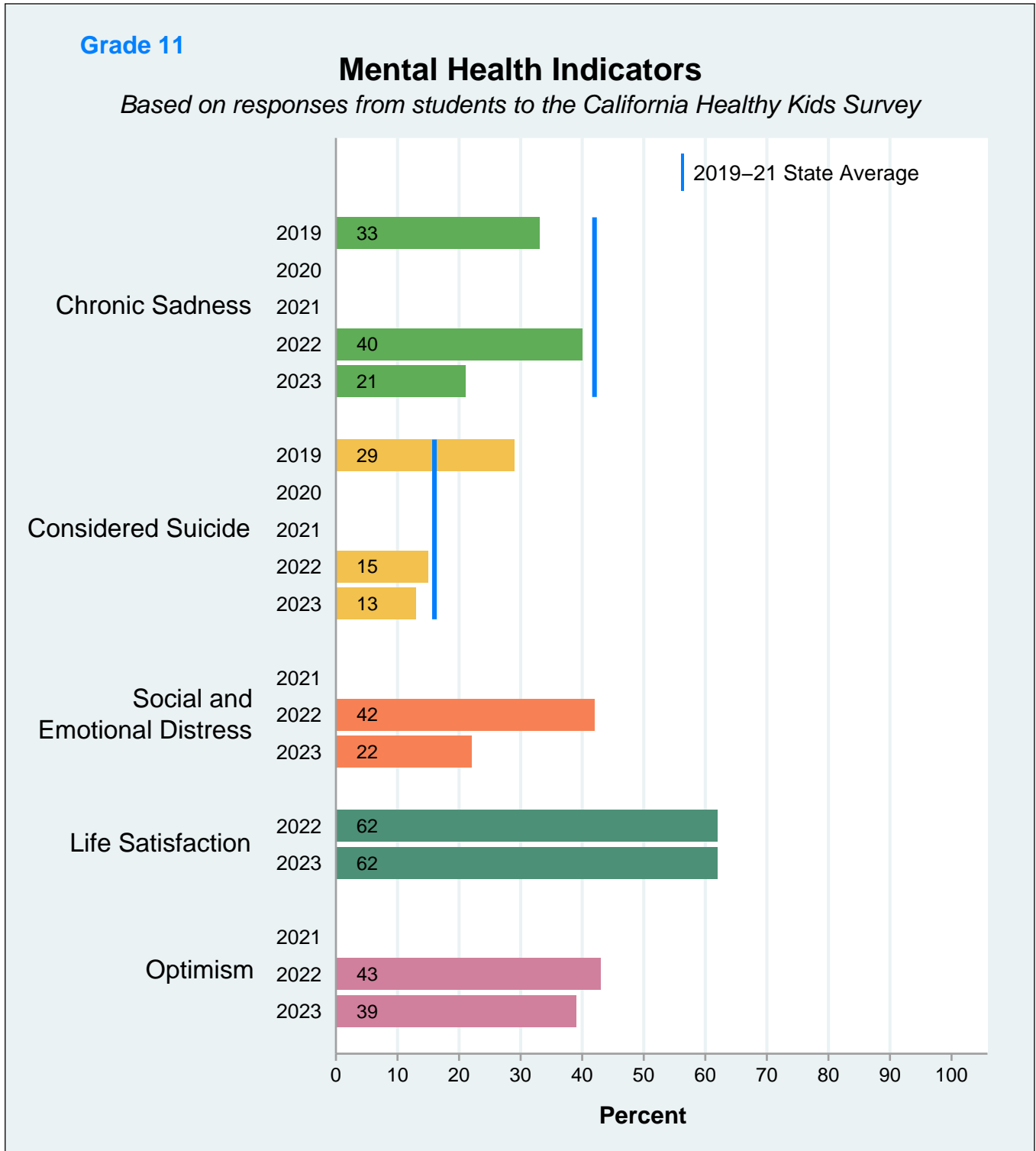
District: Point Arena Joint Union High

Date Prepared: 17 May 2023

No. of Schools/Eligible: 1/1 (2019), 1/1 (2022), 1/1 (2023)

Number of Responses: 21 (2019), 20 (2022), 24 (2023)

Response Rate: 52% (2019), 54% (2022), 80% (2023)



District Mental Health Report—2022-2023

District: Point Arena Joint Union High

Date Prepared: 17 May 2023

Mental Health Indicator Trends by Grade

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)
Chronic sadness					
Grade 9	49	—	—	41	48
Grade 11	33	—	—	40	21
Considered suicide					
Grade 9	22	—	—	24	19
Grade 11	29	—	—	15	13
Social and emotional distress					
Grade 9	~	~	—	32	23
Grade 11	~	~	—	42	22
Life satisfaction					
Grade 9	~	~	~	63	50
Grade 11	~	~	~	62	62
Optimism					
Grade 9	~	~	—	51	34
Grade 11	~	~	—	43	39

Notes: A tilde (~) is shown if data were not collected.

An em dash (—) is displayed if there are no data or insufficient responses.

How are the Mental Health Indicators Calculated?

“Chronic Sadness” is measured by the percentage of students who report feeling so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities during the past 12 months. “Considered Suicide” – a measure of suicide ideation – is assessed by the percentage of students who report that they seriously considered attempting suicide in the past year.

The other three indicators, “Social and Emotional Distress,” “Life Satisfaction,” and “Optimism,” are based on multiple items. The scores are calculated by averaging the percentage of students who report the top-two response categories on the survey items that comprise each scale. “Social and Emotional Distress” and “Optimism” are computed by averaging the percentage of respondents who report “Pretty much true” or “Very much true” on the survey items that comprise the scale. “Life Satisfaction” is calculated by averaging the percentage of respondents who report “Satisfied” or “Very satisfied” on the survey items that comprise the scale. Students’ satisfaction with their life experiences is a widely used wellness indicator. High life satisfaction is related to other positive resilience experiences (e.g., high level of school belonging) and fewer mental health challenges.

A value of 60 on the “Life Satisfaction” indicator, for example, means that on average, students report “Satisfied” or “Very satisfied” on three of the five “Life Satisfaction” survey items.

All of the survey items that comprise the scales/measures are listed below.

(1) Chronic Sadness (1 item)

- o 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?

(2) Considered suicide (1 item)

- o During the past 12 months, did you ever seriously consider attempting suicide?

(3) Social and Emotional Distress¹ (5 items)

Over the past 30 days, how true do you feel these statements are about you?

- o I had a hard time relaxing.
- o I felt sad and down.
- o I was easily irritated.
- o It was hard for me to cope and I thought I would panic.
- o It was hard for me to get excited about anything.

(4) Life Satisfaction² (5 items)

I would describe my satisfaction with...

- o my family life as...
- o my friendships as...
- o my school experience as...
- o myself as...
- o where I live as...

1 Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the Social Emotional Distress Scale to support complete mental health screening. *Assessment for Effective Intervention, 43*, 241–248. <https://doi.org/10.1177/1534508417749871>

2 Huebner, E. S., Suldo, S. M., Valois, R. F., & Drane, J. W. (2006). The brief multidimensional students’ life satisfaction scale: Sex, race, and grade effects for applications with middle school students. *Applied Research in Quality of Life, 1*, 211. <https://link.springer.com/article/10.1007/s11482-006-9016-9>

(5) Optimism³ (3 items)

- o Each day I look forward to having a lot of fun.
- o I usually expect to have a good day.
- o Overall, I expect more good things to happen to me than bad things.

Results are based on responses from students in grades 7, 9, or 11, or respondents attending non-traditional (Non-Trad.) schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools.

Results are not included if less than 50% of students or less than 15 respondents per grade provided data at the school or district.

Further information about the methodology used to construct the mental health indicators can be obtained by contacting Cindy Zheng at czheng@wested.org.

State Averages

State averages are based on responses from students in grades 7, 9, or 11, or respondents attending continuation high schools who provided data on the Biennial State California Healthy Kids Survey during the 2019-2020 and 2020-2021 school years.

The state average for “Social and Emotional Distress,” “Life Satisfaction,” and “Optimism” are not available for the 2019-2021 period because the survey questions were not asked in one or both of the academic years.

2019-21 State Averages of Mental Health Indicators

Indicator	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)	Non-Trad. (%)
Chronic sadness	32	37	42	38
Considered suicide	14	15	16	14
Social and emotional distress	~	~	~	~
Life satisfaction	~	~	~	~
Optimism	~	~	~	~

Note: A tilde (~) is shown if data were not collected.

³ Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O’Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research, 117*, 1011–1032. <https://link.springer.com/article/10.1007/s11205-013-0373-0>

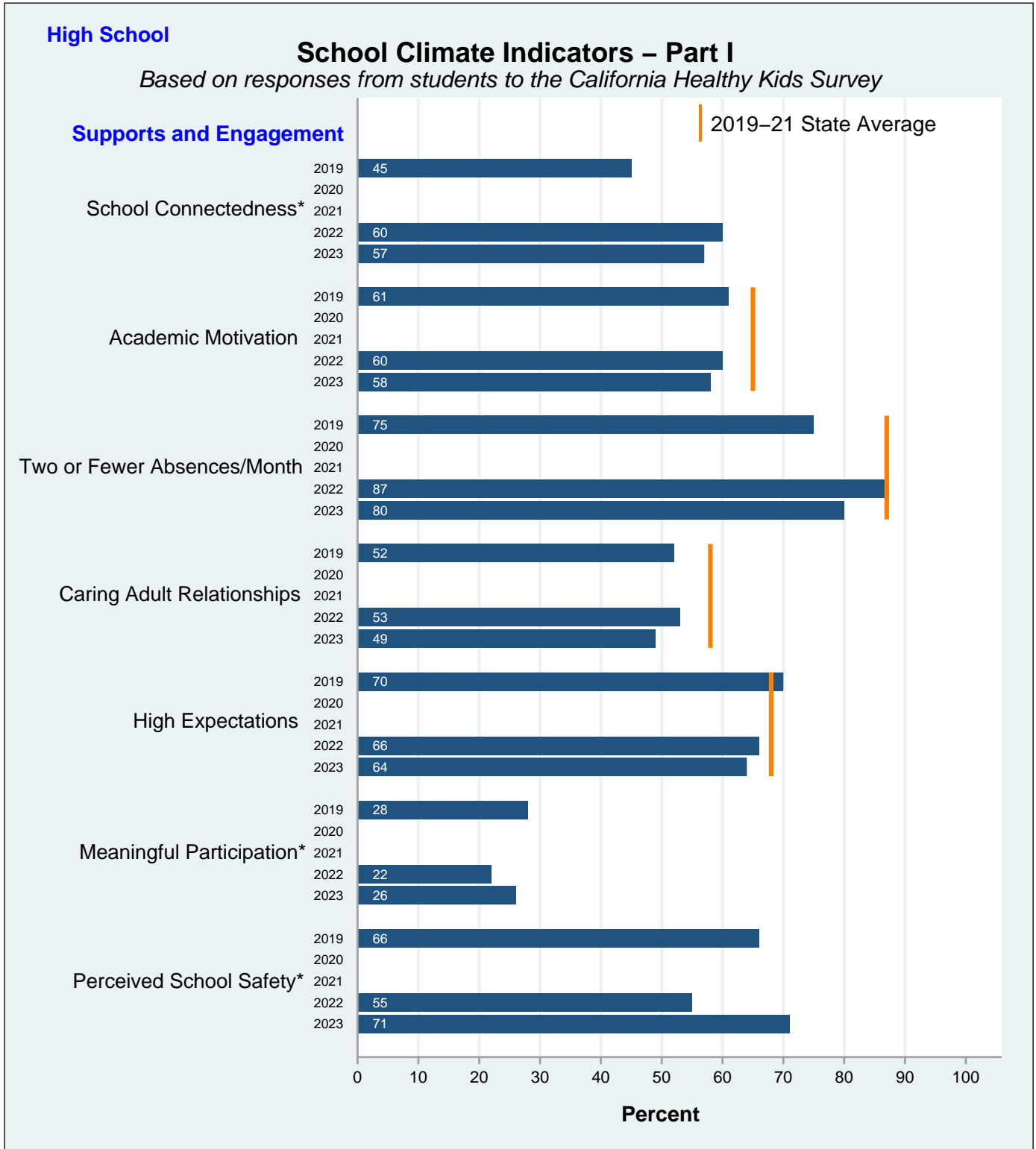
District School Climate Report Card (High School)—2022-2023

District: Point Arena Joint Union High

Date Prepared: 15 May 2023

No. of Schools/Eligible: 1/1 (2019), 1/1 (2022), 1/1 (2023)

Average Response Rate: 65% (2019), 62% (2022), 86% (2023)

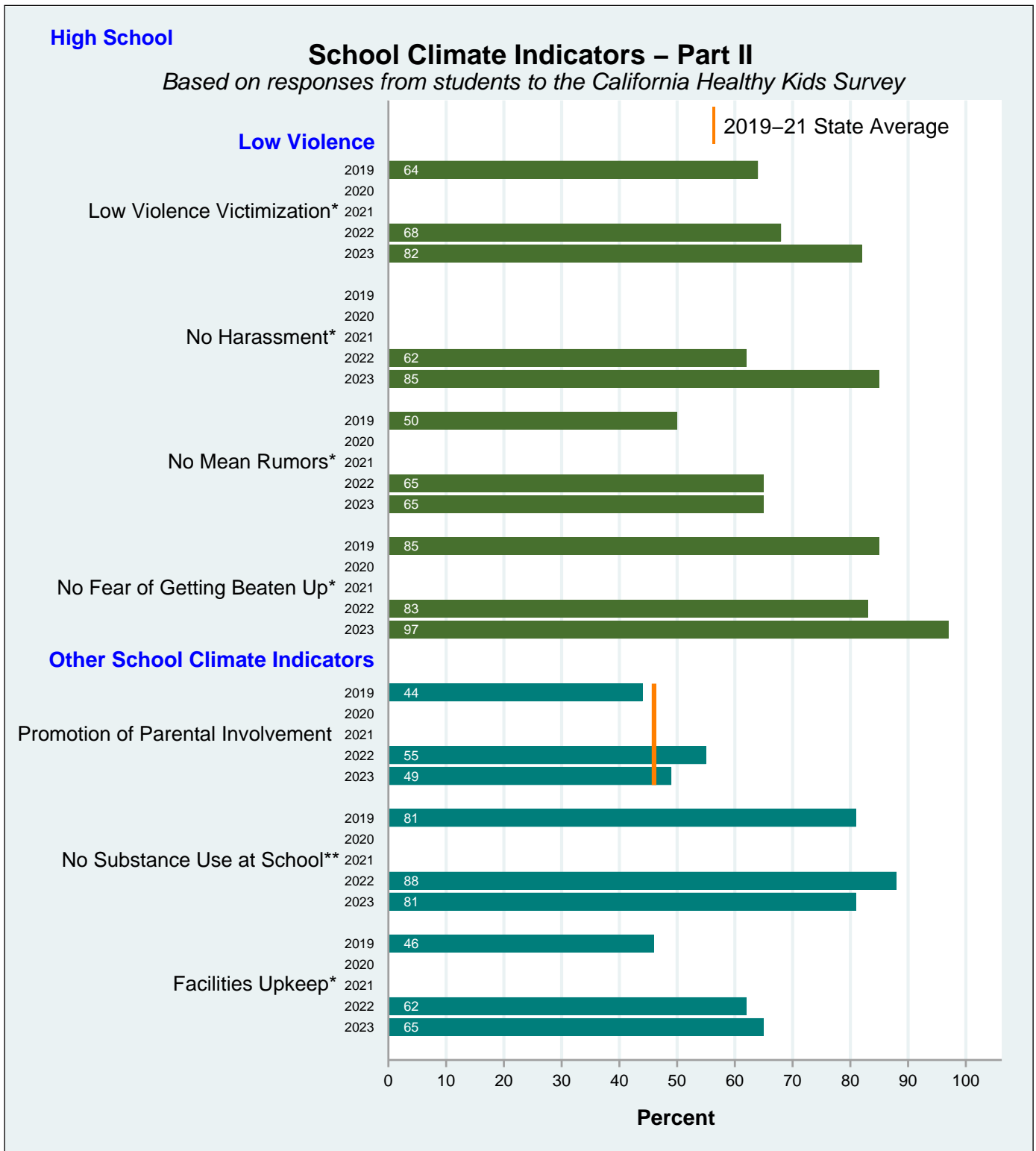


Note: * In-school or Hybrid instructional models only (2021).

District School Climate Report Card (High School)—2022-2023

District: Point Arena Joint Union High

Date Prepared: 15 May 2023



Notes: * In-school or Hybrid instructional models only (2021); ** In-school instructional model only (2021).

District School Climate Report Card (High School)—2022-2023

District: Point Arena Joint Union High

Date Prepared: 15 May 2023

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)	Change
Try hard on school work	73	–	–	70	60	-13
Three or more absences per month	25	–	–	13	20	-5
Feel a part of the school*	43	–	–	52	55	+12
School is really boring	~	~	~	30	52	+22
School is worthless and a waste of time	~	~	~	13	5	-8
Harassed or bullied at school*	~	–	–	38	15	-23
Parents feel welcome to participate at this school	50	–	–	58	46	-4
School is usually clean and tidy [§] *	46	–	–	62	65	+19
Experienced chronic sadness/hopelessness	41	–	–	41	35	-6

Notes: * In-school or Hybrid instructional models only (2021).

~ Data were not collected.

§ In-school instructional model only (2022 and 2023).

A hyphen (–) is shown if there are no data or insufficient responses.

CDS code: 23655990000000

How are the School Climate Indicators Calculated?

The school climate indicators provide district-level descriptions of several factors that are known to influence learning success in schools.

Most of the subdomain scores are calculated by averaging the percentage of respondents who report the top two response categories on the survey items that comprise each scale. For example, “School Connectedness,” “Academic Motivation,” “Promotion of Parental Involvement,” and “Facilities Upkeep” are computed by averaging the percentage of respondents who report “Agree” or “Strongly agree” on the survey items that comprise the scale; “Caring Adult Relationships,” “High Expectations,” and “Meaningful Participation” are calculated by averaging the percentage of respondents who report “Pretty much true” or “Very much true” on the survey items that comprise the scale; and “Perceived School Safety” is measured by the percentage of students who report that they feel “Safe” or “Very safe” at school.

“Two or Fewer Absences per Month” – a measure of low chronic absenteeism – is measured by the percentage of students who report missing two or fewer days of school in the month prior to the survey. “Low Violence Victimization,” “No Harassment,” “No Mean Rumors,” and “No Fear of Getting Beaten Up” represent the percentage of students who reported not being victimized.

A value of 60 on the “School Connectedness” indicator, for example, means that on average, students report “Agree” or “Strongly agree” on three of the five “School Connectedness” survey items.

District School Climate scores are calculated by averaging the school-level scores across all eligible schools in the district.

All subdomains and survey items that comprise the scales/measures are listed below.

(1) School Connectedness (5 items)

- o I feel close to people at/from this school.
- o I am happy with/to be at this school.
- o I feel like I am part of this school.
- o The teachers at this school treat students fairly.
- o I feel safe in my school.

(2) Academic Motivation (4 items)

- o I try hard to make sure that I am good at my schoolwork.
- o I try hard on my schoolwork because I am interested in it.
- o I work hard to try to understand new things when doing my schoolwork.
- o I am always trying to do better in my schoolwork.

(3) Two or Fewer Absences per Month (1 item)

- o In the past 30 days, how often did you miss an entire day of school/remote learning classes for any reason?

(4) Caring Adult Relationships (3 items)

There is a teacher or some other adult from my school...

- o who really cares about me.
- o who notices when I'm not there.
- o who listens to me when I have something to say.

(5) High Expectations (3 items)

There is a teacher or some other adult from my school...

- o who tells me when I do a good job.
- o who always wants me to do my best.
- o who believes that I will be a success.

(6) Meaningful Participation (5 items)

At school/When I participate in school,...

- o I do interesting activities.
- o I help decide things like class activities or rules.
- o I do things that make a difference.
- o I have a say in how things work.
- o I help decide school activities or rules.

(7) Perceived School Safety (1 item)

- o How safe do you feel when you are at school?

(8) Low Violence Victimization (8 items)

During the past 12 months, how many times on school property have you...

- o been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?
- o been afraid of being beaten up?
- o had mean rumors or lies spread about you?
- o had sexual jokes, comments, or gestures made to you?
- o been made fun of because of your looks or the way you talk?
- o had your property stolen or deliberately damaged, such as your car, clothing, or books?
- o been made fun of, insulted, or called names?
- o 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?

(9) No Harassment (7 items)

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? [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? [Remote only]

- o Your race, ethnicity, or national origin
- o Your religion
- o Your gender
- o Because you are gay, lesbian, or bisexual or someone thought you were
- o A physical or mental disability
- o You are an immigrant or someone thought you were
- o Any other reason

- (10) No Mean Rumors (1 item)
 - o During the past 12 months, how many times on school property have you had mean rumors or lies spread about you?
- (11) No Fear of Getting Beaten Up (1 item)
 - o During the past 12 months, how many times on school property have you been afraid of being beaten up?
- (12) Promotion of Parental Involvement (3 items)
 - o Teachers at this school communicate with parents about what students are expected to learn in class.
 - o Parents feel welcome to participate at this school.
 - o School staff take parent concerns seriously.
- (13) No Substance Use at School (6 items)

During the past 30 days, on how many days on school property did you...

 - o smoke cigarettes?
 - o use smokeless tobacco (dip, chew, or snuff)?
 - o vape?
 - o have at least one drink of alcohol?
 - o use marijuana (smoke, vape, eat, or drink)?
 - o use any other drug, pill, or medicine to get “high” or for reasons other than medical?
- (14) Facilities Upkeep (1 item)
 - o My school is usually clean and tidy.

Results are based on responses from students attending middle schools (7th grade), high schools (9th and 11th grade), and/or non-traditional schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools. Results are not included if less than 50% of students or less than 15 respondents per grade provided data at a school.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at 562-799-5481 or czheng@wested.org.

State Averages

State averages are based on responses from students attending middle schools (7th grade), high schools (9th and 11th grade), and/or non-traditional schools who provided data on the Biennial State California Healthy Kids Survey during the 2019-2020 and 2020-2021 school years.

The state average for questions about experiences in school buildings – including questions about school connectedness, school violence, victimization, school safety, and substance use in school – were not available because students attending school remotely could not answer these questions in the 2020-21 school year.

State Averages of School Climate Indicators

Indicator	2019-21 State Averages		
	Middle (%)	High (%)	Non-Traditional (%)
Supports and Engagement			
School Connectedness	na	na	na
Academic Motivation	71	65	64
Two or Fewer Absences per Month	89	87	69
Caring Adult Relationships	63	58	61
High Expectations	76	69	70
Meaningful Participation	na	na	na
Perceived School Safety	na	na	na
Low Violence			
Low Violence Victimization	na	na	na
No Harassment	na	na	na
No Mean Rumors	na	na	na
No Fear of Getting Beaten Up	na	na	na
Other School Climate Indicators			
Promotion of Parental Involvement	59	46	49
No Substance Use at School	na	na	na
Facilities Upkeep	na	na	na

Explanation of Other Indicators

Results are provided on selected key student-reported school climate items as a complement to the school climate indicators.

Student-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Three or more absences per month – missed school on three or more days in the past 30 days.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- School is really boring – agree that school is really boring (rating of 7 or higher on a 0–10 scale).
- School is worthless and a waste of time – agree that school is worthless and a waste of time (rating of 7 or higher on a 0–10 scale).

- Harassed or bullied at school – harassed or bullied on school property in the past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) you are gay, lesbian, or bisexual or someone thought you were; (e) a physical or mental disability; (f) you are an immigrant or someone thought you were; (g) any other reason.
- Parents feel welcome to participate at this school – “agree” or “strongly agree” that parents feel welcome to participate at this school.
- School is usually clean and tidy – “agree” or “strongly agree” that school is usually clean and tidy.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

CALIFORNIA HEALTHY KIDS SURVEY



Point Arena Joint Union High Secondary 2022-2023 Main Report



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

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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 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

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

The CalSCHLS 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. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

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

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

Core Module

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

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

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

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

Trauma Module (Supplementary)

The Student Trauma Module was developed in 2022 to provide LEAs with data to assess factors related to community trauma and implementation of trauma-informed practices. Developed in collaboration with a state advisory group, the module assesses family-, peer-, and school co-regulation supports (supports that help students cope with trauma); emotional safety at school; impacts of trauma on student wellness; emotion regulation; and stress-associated health conditions (somatic symptoms).

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

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 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](https://www.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](https://www.calschls.org/resources/factsheets)).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [calschls.org/resources](https://www.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/resources/#resources_and_tools](https://www.calschls.org/resources/#resources_and_tools)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS 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 562.799.5164 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS 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 (562.799.5164) or email calschls@wested.org.

Request Additional Reports and Data

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

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

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#scrc)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (<https://calschls.org/reports-data/#scrc>)

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 (562.799.5164) or email calschls@wested.org.

Exhibit 1

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	35	30	–
Final number	–	31	28	–
Response Rate	–	89%	93%	–

Note: ^ANT includes continuation, community day, and other alternative school types.

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	–	31	27	–
Remote learning only	–	0	1	–

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	–	50	64	–	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)	–			–	A6.4
Academic motivation [†]	–	54	63	–	A6.4
School is really boring [±]	–	55	50	–	A6.11
School is worthless and a waste of time [±]	–	6	4	–	A6.11
Monthly Absences (3 or more)	–	20	20	–	A6.2
Maintaining focus on schoolwork ^{†Γ}	–	16	25	–	A6.10
Caring adult relationships [‡]	–	42	57	–	A6.4
High expectations-adults in school [‡]	–	56	72	–	A6.4
Meaningful participation [‡]	–	21	31	–	A6.4
Facilities upkeep ^{†Φ}	–	71	58	–	A6.15
Promotion of parental involvement in school [†]	–	47	50	–	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	–	68	75	–	A8.1
Experienced any harassment or bullying [§]	–	19	8	–	A8.2
Had mean rumors or lies spread about you [§]	–	32	38	–	A8.3
Been afraid of being beaten up ^{§Φ}	–	6	0	–	A8.3
Been in a physical fight ^{§Φ}	–	17	4	–	A8.4
Seen a weapon on campus ^{§Φ}	–	3	4	–	A8.6
Cyberbullying [§]	–	32	38	–	A8.3

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

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

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

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

[±] Rating of 7 or higher.

^Γ Survey question was reverse-coded.

^Φ In-School only.

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

[§] Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	–	32	29	–	A9.5
Current marijuana use [¶]	–	17	21	–	A9.5
Current binge drinking [¶]	–	10	13	–	A9.5
Very drunk or “high” 7 or more times, ever	–	6	17	–	A9.7
Been drunk or “high” on drugs at school, ever	–	6	9	–	A9.9
Current cigarette smoking [¶]	–	3	4	–	A10.4
Current vaping [¶]	–	19	26	–	A10.4
Current tobacco vaping [¶]	–	10	22	–	A10.5
Current marijuana vaping [¶]	–	10	13	–	A10.5
Routines					
Eating of breakfast [‡]	–	48	63	–	A4.1
Bedtime (at 12 am or later)	–	16	21	–	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 [‡]	–	23	22	–	A7.5
Experienced chronic sadness/hopelessness [§]	–	48	21	–	A7.1
Considered suicide [§]	–	19	13	–	A7.2
Optimism [‡]	–	34	39	–	A7.3
Life satisfaction [¶]	–	50	62	–	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	–	100	96	–
Remote Learning Model	–	0	4	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Male	–	52	50	–
Female	–	45	50	–
Nonbinary	–	0	0	–
Something else	–	3	0	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	–	77	77	–
Lesbian or Gay	–	0	4	–
Bisexual	–	6	12	–
Something else	–	0	0	–
Not sure	–	6	8	–
Decline to respond	–	10	0	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	–	90	92	–
Yes, I am transgender	–	3	4	–
I am not sure if I am transgender	–	0	4	–
Decline to respond	–	6	0	–

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 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	–	3	8	–
Asian or Asian American, non-Hispanic	–	0	0	–
Black or African American, non-Hispanic	–	0	0	–
Hispanic or Latinx	–	74	69	–
Native Hawaiian or Pacific Islander, non-Hispanic	–	0	0	–
White, non-Hispanic	–	13	15	–
Multiracial, non-Hispanic	–	6	4	–
Something else, non-Hispanic	–	3	4	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	–	94	92	–
Other relative's home	–	3	0	–
A home with more than one family	–	3	4	–
Friend's home	–	0	0	–
Foster home, group care, or waiting placement	–	0	0	–
Hotel or motel	–	0	0	–
Shelter, car, campground, or other transitional or temporary housing	–	0	0	–
Other living arrangement	–	0	4	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	–	21	20	–
Graduated from high school	–	31	24	–
Attended college but did not complete four-year degree	–	14	24	–
Graduated from college	–	14	20	–
Don't know	–	21	12	–

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 7 %	Grade 9 %	Grade 11 %	NT %
English	–	39	48	–
Spanish	–	61	52	–
Mandarin	–	0	0	–
Cantonese	–	0	0	–
Taiwanese	–	0	0	–
Tagalog	–	0	0	–
Vietnamese	–	0	0	–
Korean	–	0	0	–
Arabic	–	0	0	–
Other	–	0	0	–

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

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

Table A3.9**English Language Proficiency Among Students Speaking a Language Other Than English at Home**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	–	47	75	–
Well	–	32	25	–
Not well	–	21	0	–
Not at all	–	0	0	–
speak English?				
Very well	–	42	69	–
Well	–	32	31	–
Not well	–	21	0	–
Not at all	–	5	0	–
read English?				
Very well	–	37	69	–
Well	–	42	23	–
Not well	–	16	8	–
Not at all	–	5	0	–
write English?				
Very well	–	37	69	–
Well	–	42	15	–
Not well	–	16	15	–
Not at all	–	5	0	–
English Language Proficiency Status				
Proficient	–	42	69	–
Not proficient	–	58	31	–

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	–	74	79	–
1 day	–	13	4	–
2 days	–	10	8	–
3 days	–	3	0	–
4 days	–	0	0	–
5 days	–	0	8	–

Question HS/MS A.16: 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 7 %	Grade 9 %	Grade 11 %	NT %
No	–	97	100	–
Yes	–	0	0	–
Don't know	–	3	0	–

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

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

4. Routines

Table A4.1
Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	52	38	–
Yes	–	48	63	–

Question HS/MS A.14: Did you eat breakfast today?

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

Table A4.2
Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	–	0	0	–
7:00-7:59 pm	–	0	0	–
8:00-8:59 pm	–	6	4	–
9:00-9:59 pm	–	10	21	–
10:00-10:59 pm	–	35	38	–
11:00-11:59 pm	–	32	17	–
12:00-12:59 am	–	13	13	–
After 1:00 am	–	3	8	–
<i>Bedtime at 12 am or later</i>	–	16	21	–

Question HS/MS A.13: 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 7 %	Grade 9 %	Grade 11 %	NT %
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.17, 18, 19: 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 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	–			–
A little true	–			–
Pretty much true	–			–
Very much true	–			–

Question HS/MS A.46: 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 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–			–
Disagree	–			–
Neither disagree nor agree	–			–
Agree	–			–
Strongly agree	–			–

Question HS/MS A.37: 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 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	–	13	13	–
A's and B's	–	32	42	–
Mostly B's	–	3	13	–
B's and C's	–	26	21	–
Mostly C's	–	3	13	–
C's and D's	–	23	0	–
Mostly D's	–	0	0	–
Mostly F's	–	0	0	–

Question HS/MS A.21: 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 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	–	43	24	–
1 day	–	20	24	–
2 days	–	17	32	–
3 or more days	–	20	20	–

Question HS/MS A.15, 20: 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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	–	40	29	–
Illness (feeling physically sick), including problems with breathing or your teeth	–	47	46	–
Were being bullied or mistreated at school (<i>In-School Only</i>)	–	0	4	–
Felt very sad, hopeless, anxious, stressed, or angry	–	7	4	–
Didn't get enough sleep	–	7	4	–
Didn't feel safe at school or going to and from school (<i>In-School Only</i>)	–	0	0	–
Had to take care of or help a family member or friend	–	7	4	–
Wanted to spend time with friends	–	0	0	–
Used alcohol or drugs	–	0	0	–
Were behind in schoolwork or weren't prepared for a test or class assignment	–	0	8	–
Were bored or uninterested in school	–	0	4	–
Had no transportation to school (<i>In-School Only</i>)	–	0	8	–
Other reason	–	17	21	–

Question HS/MS A.22, 23: 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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	–	41	53	–	
Caring adults in school [‡]	–	42	57	–	A6.5
High expectations-adults in school [‡]	–	56	72	–	A6.6
Meaningful participation at school [‡]	–	21	31	–	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	–	50	64	–	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>	–			–	A6.8
Academic motivation [†]	–	54	63	–	A6.9
Promotion of parental involvement in school [†]	–	47	50	–	A6.13

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

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

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

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

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

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

Table A6.5

Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	42	57	–
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	–	13	4	–
A little true	–	57	43	–
Pretty much true	–	27	35	–
Very much true	–	3	17	–
<i>who notices when I’m not there.</i>				
Not at all true	–	16	4	–
A little true	–	35	43	–
Pretty much true	–	35	26	–
Very much true	–	13	26	–
<i>who listens to me when I have something to say.</i>				
Not at all true	–	10	9	–
A little true	–	42	26	–
Pretty much true	–	35	43	–
Very much true	–	13	22	–

Question HS/MS A.44, 47, 50: 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 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	56	72	–
There is a teacher or some other adult from my school... who tells me when I do a good job.				
Not at all true	–	6	0	–
A little true	–	35	30	–
Pretty much true	–	48	52	–
Very much true	–	10	17	–
who always wants me to do my best.				
Not at all true	–	3	4	–
A little true	–	35	22	–
Pretty much true	–	39	39	–
Very much true	–	23	35	–
who believes that I will be a success.				
Not at all true	–	16	9	–
A little true	–	35	17	–
Pretty much true	–	42	39	–
Very much true	–	6	35	–

Question HS/MS A.45, 48, 51: 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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	21	31	–
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	–	10	4	–
A little true	–	57	54	–
Pretty much true	–	27	38	–
Very much true	–	7	4	–
I help decide things like class activities or rules.				
Not at all true	–	43	25	–
A little true	–	33	33	–
Pretty much true	–	17	38	–
Very much true	–	7	4	–
I do things that make a difference.				
Not at all true	–	40	25	–
A little true	–	47	46	–
Pretty much true	–	10	21	–
Very much true	–	3	8	–
I have a say in how things work.				
Not at all true	–	50	13	–
A little true	–	27	67	–
Pretty much true	–	13	13	–
Very much true	–	10	8	–
I help decide school activities or rules.				
Not at all true	–	60	33	–
A little true	–	30	46	–
Pretty much true	–	10	17	–
Very much true	–	0	4	–

Question HS/MS A.52-61: 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 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness[#] (In-School Only)				
Average reporting “Agree” or “Strongly agree”	–	50	64	–
School connectedness^ψ (Remote Only)				
Average reporting “Agree” or “Strongly agree”	–			–
I feel close to people at/from this school.				
Strongly disagree	–	0	4	–
Disagree	–	10	4	–
Neither disagree nor agree	–	39	29	–
Agree	–	48	54	–
Strongly agree	–	3	8	–
I am happy with/to be at this school.				
Strongly disagree	–	6	4	–
Disagree	–	19	8	–
Neither disagree nor agree	–	39	33	–
Agree	–	29	46	–
Strongly agree	–	6	8	–
I feel like I am part of this school.				
Strongly disagree	–	10	0	–
Disagree	–	6	4	–
Neither disagree nor agree	–	39	30	–
Agree	–	42	57	–
Strongly agree	–	3	9	–

Question HS/MS A.24-31: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	–	3	4	–
Disagree	–	13	8	–
Neither disagree nor agree	–	26	25	–
Agree	–	48	54	–
Strongly agree	–	10	8	–
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	–	0	0	–
Disagree	–	6	5	–
Neither disagree nor agree	–	35	18	–
Agree	–	48	64	–
Strongly agree	–	10	14	–

Question HS/MS A.29-31 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 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	54	63	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	–	3	0	–
Disagree	–	3	0	–
Neither disagree nor agree	–	32	42	–
Agree	–	42	46	–
Strongly agree	–	19	13	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	–	6	0	–
Disagree	–	10	13	–
Neither disagree nor agree	–	55	42	–
Agree	–	19	42	–
Strongly agree	–	10	4	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	–	0	0	–
Disagree	–	3	4	–
Neither disagree nor agree	–	32	33	–
Agree	–	52	58	–
Strongly agree	–	13	4	–
I am always trying to do better in my schoolwork.				
Strongly disagree	–	3	0	–
Disagree	–	3	4	–
Neither disagree nor agree	–	32	13	–
Agree	–	45	71	–
Strongly agree	–	16	13	–

Question HS/MS A.38-41: 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 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	–	3	4	–
Disagree	–	13	21	–
Neither disagree nor agree	–	39	33	–
Agree	–	32	25	–
Strongly agree	–	13	17	–

Question HS/MS A.36: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	–	10	13	–
Medium (4-6)	–	35	38	–
High (7-10)	–	55	50	–
Value of school				
High (0-3)	–	65	67	–
Medium (4-6)	–	29	29	–
Low (7-10)	–	6	4	–

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

Table A6.12A

School Boredom Profile Groups - 7th Grade

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

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

Table A6.12B

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	10%			26%			29%				
	2											
	3											
	4	Low Boredom &			Mid-Boredom &			High Boredom &				
	5	Mid-Value [̄]			Mid-Value			Mid-Value				
	6				10%			19%				
	7											
	8	Low Boredom &			Mid-Boredom &			High Boredom &				
	9	Low Value [̄]			Low Value [̄]			Low Value				
	10 Strongly Agree							6%				

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	8%			38%			21%				
	2											
	3											
	4	Low Boredom &			Mid-Boredom &			High Boredom &				
	5	Mid-Value [̄]			Mid-Value			Mid-Value				
	6				0%			25%				
	7											
	8	Low Boredom &			Mid-Boredom &			High Boredom &				
	9	Low Value [̄]			Low Value [̄]			Low Value				
	10 Strongly Agree							4%				

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

Table A6.12D

School Boredom Profile Groups - Non-Traditional

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

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	47	50	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	–	3	0	–
Disagree	–	10	4	–
Neither disagree nor agree	–	32	33	–
Agree	–	48	54	–
Strongly agree	–	6	8	–
Parents feel welcome to participate at this school.				
Strongly disagree	–	6	0	–
Disagree	–	0	4	–
Neither disagree nor agree	–	52	46	–
Agree	–	39	46	–
Strongly agree	–	3	4	–
School staff take parent concerns seriously.				
Strongly disagree	–	3	0	–
Disagree	–	3	0	–
Neither disagree nor agree	–	48	63	–
Agree	–	42	29	–
Strongly agree	–	3	8	–

Question HS/MS A.33-35: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.14
Checking Student Progress

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	–	20	13	–
A little true	–	50	43	–
Pretty much true	–	23	22	–
Very much true	–	7	22	–

Question HS/MS A.49: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	–	3	0	–
Disagree	–	3	8	–
Neither disagree nor agree	–	23	33	–
Agree	–	58	50	–
Strongly agree	–	13	8	–

Question HS/MS A.32: 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 7 %	Grade 9 %	Grade 11 %	NT %
No	–	52	79	–
Yes	–	48	21	–

Question HS A.150/MS A.143: 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 7 %	Grade 9 %	Grade 11 %	NT %
No	–	81	88	–
Yes	–	19	13	–

Question HS A.151/MS A.144: 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 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	34	39	–
Each day I look forward to having a lot of fun.				
Not at all true	–	26	17	–
A little true	–	48	46	–
Pretty much true	–	19	21	–
Very much true	–	6	17	–
I usually expect to have a good day.				
Not at all true	–	26	21	–
A little true	–	39	38	–
Pretty much true	–	29	25	–
Very much true	–	6	17	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	–	29	21	–
A little true	–	29	42	–
Pretty much true	–	32	13	–
Very much true	–	10	25	–

Question HS A.157-159/MS A.150-152: 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 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	–	50	62	–
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	–	0	4	–
Dissatisfied	–	13	4	–
A little dissatisfied	–	10	8	–
A little satisfied	–	6	17	–
Satisfied	–	35	38	–
Very satisfied	–	35	29	–
my friendships as...				
Very dissatisfied	–	0	4	–
Dissatisfied	–	7	0	–
A little dissatisfied	–	0	4	–
A little satisfied	–	27	17	–
Satisfied	–	50	54	–
Very satisfied	–	17	21	–
my school experience as...				
Very dissatisfied	–	6	13	–
Dissatisfied	–	0	0	–
A little dissatisfied	–	26	13	–
A little satisfied	–	45	29	–
Satisfied	–	19	42	–
Very satisfied	–	3	4	–

Question HS A.160-162/MS A.153-155: 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 7 %	Grade 9 %	Grade 11 %	NT %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	–	10	4	–
Dissatisfied	–	6	8	–
A little dissatisfied	–	16	8	–
A little satisfied	–	39	25	–
Satisfied	–	6	33	–
Very satisfied	–	23	21	–
where I live as...				
Very dissatisfied	–	3	4	–
Dissatisfied	–	0	4	–
A little dissatisfied	–	19	4	–
A little satisfied	–	19	21	–
Satisfied	–	26	42	–
Very satisfied	–	32	25	–

Question HS A.163, 164/MS A.156, 157: 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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	23	22	–
I had a hard time relaxing.				
Not at all true	–	35	54	–
A little true	–	45	25	–
Pretty much true	–	16	8	–
Very much true	–	3	13	–
I felt sad and down.				
Not at all true	–	35	54	–
A little true	–	39	25	–
Pretty much true	–	6	13	–
Very much true	–	19	8	–
I was easily irritated.				
Not at all true	–	42	46	–
A little true	–	26	21	–
Pretty much true	–	19	21	–
Very much true	–	13	13	–
It was hard for me to cope and I thought I would panic.				
Not at all true	–	65	67	–
A little true	–	19	17	–
Pretty much true	–	3	17	–
Very much true	–	13	0	–
It was hard for me to get excited about anything.				
Not at all true	–	48	63	–
A little true	–	32	21	–
Pretty much true	–	10	8	–
Very much true	–	10	8	–

Question HS A.152-156/MS A.145-149: 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 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	–	23	21	–
Safe	–	45	54	–
Neither safe nor unsafe	–	29	25	–
Unsafe	–	3	0	–
Very unsafe	–	0	0	–

Question HS A.114/MS A.107: How safe do you feel when you are at school?

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	–	90	92	–
1 time	–	10	4	–
2 or more times	–	0	4	–
Religion				
0 times	–	100	92	–
1 time	–	0	4	–
2 or more times	–	0	4	–
Gender				
0 times	–	97	96	–
1 time	–	0	0	–
2 or more times	–	3	4	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	–	97	100	–
1 time	–	0	0	–
2 or more times	–	3	0	–
A physical or mental disability				
0 times	–	100	100	–
1 time	–	0	0	–
2 or more times	–	0	0	–
<i>Any of the above five reasons</i>	–	13	8	–

Question HS A.134-138, 141-145/MS A.127-131, 134-138: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [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 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	–	94	100	–
1 time	–	6	0	–
2 or more times	–	0	0	–
Any other reason				
0 times	–	90	96	–
1 time	–	3	0	–
2 or more times	–	6	4	–
Any harassment	–	19	8	–

Question HS A.134-147/MS A.127-140: 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 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization (<i>In-School Only</i>)				
Average reporting “1 or more times”	–	19	17	–
<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	–	97	88	–
1 time	–	3	8	–
2 to 3 times	–	0	0	–
4 or more times	–	0	4	–
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	–	94	100	–
1 time	–	3	0	–
2 to 3 times	–	0	0	–
4 or more times	–	3	0	–
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	–	68	63	–
1 time	–	19	13	–
2 to 3 times	–	10	8	–
4 or more times	–	3	17	–
had sexual jokes, comments, or gestures made to you?				
0 times	–	77	83	–
1 time	–	19	0	–
2 to 3 times	–	0	4	–
4 or more times	–	3	13	–

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: 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 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>				
0 times	–	94	96	–
1 time	–	6	0	–
2 to 3 times	–	0	4	–
4 or more times	–	0	0	–
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	–	65	74	–
1 time	–	23	17	–
2 to 3 times	–	3	4	–
4 or more times	–	10	4	–
<i>been made fun of, insulted, or called names?</i>				
0 times	–	84	96	–
1 time	–	6	0	–
2 to 3 times	–	3	4	–
4 or more times	–	6	0	–
<i>During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?</i>				
0 times (never)	–	68	63	–
1 time	–	23	21	–
2 to 3 times	–	10	8	–
4 or more times	–	0	8	–

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: 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 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	–	10	6	–
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	–	83	96	–
1 time	–	10	0	–
2 to 3 times	–	0	4	–
4 or more times	–	7	0	–
been offered, sold, or given an illegal drug?				
0 times	–	87	92	–
1 time	–	6	4	–
2 to 3 times	–	3	4	–
4 or more times	–	3	0	–
damaged school property on purpose?				
0 times	–	90	92	–
1 time	–	7	4	–
2 to 3 times	–	3	4	–
4 or more times	–	0	0	–
carried a gun?				
0 times	–	100	100	–
1 time	–	0	0	–
2 to 3 times	–	0	0	–
4 or more times	–	0	0	–
carried any other weapon (such as a knife or club)?				
0 times	–	94	92	–
1 time	–	3	8	–
2 to 3 times	–	0	0	–
4 or more times	–	3	0	–

Question HS A.117, 122-125/MS A.110, 115-118: 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 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	–	97	100	–
1 time	–	3	0	–
2 to 3 times	–	0	0	–
4 or more times	–	0	0	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	–	97	100	–
1 time	–	3	0	–
2 to 3 times	–	0	0	–
4 or more times	–	0	0	–

*Question HS A.126, 128/MS A.119, 121: 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 7 %	Grade 9 %	Grade 11 %	NT %
<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	–	97	96	–
1 time	–	0	4	–
2 to 3 times	–	3	0	–
4 or more times	–	0	0	–

*Question HS A.127/MS A.120: 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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [^]	–	42	48	–	A9.2
Lifetime alcohol or drug use	–	48	48	–	A9.2
Lifetime marijuana use	–	23	41	–	A9.2
Lifetime very drunk or high (7 or more times)	–	6	17	–	A9.7
Current alcohol or drug use [¶]	–	32	29	–	A9.5
Current marijuana use [¶]	–	17	21	–	A9.5
Current heavy drug use [¶]	–	10	17	–	A9.5
Current heavy alcohol use (binge drinking) [¶]	–	10	13	–	A9.5
Current alcohol or drug use on school property ^{¶Φ}	–	10	13	–	A9.8
Harmfulness of occasional marijuana use ^B	–	27	8	–	A9.11
Difficulty of obtaining marijuana ^C	–	3	4	–	A9.12

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

[^]Excludes prescription pain medication.

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	–	37	48	–
Marijuana	–	23	41	–
Inhalants	–	0	4	–
Cocaine, methamphetamine, or any amphetamines	na	0	0	–
Ecstasy, LSD, or other psychedelics	na	0	0	–
Prescription pain medication (opioids)	na	16	0	–
Cold/cough medicines or other over-the-counter medicines to get “high”	na	6	0	–
Any other drug, pill, or medicine to get “high”	–	3	0	–
Any of the above AOD use	–	48	48	–
Any illicit AOD use to get “high”[^]	–	42	48	–

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	–	63	52	–
1 time	–	17	9	–
2 to 3 times	–	13	9	–
4 or more times	–	7	30	–
Marijuana (smoke, vape, eat, or drink)				
0 times	–	77	59	–
1 time	–	13	9	–
2 to 3 times	–	0	5	–
4 or more times	–	10	27	–
Inhalants				
0 times	–	100	96	–
1 time	–	0	0	–
2 to 3 times	–	0	0	–
4 or more times	–	0	4	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	100	100	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Ecstasy, LSD, or other psychedelics				
0 times	na	100	100	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Prescription pain medication				
0 times	na	84	100	–
1 time	na	10	0	–
2 to 3 times	na	3	0	–
4 or more times	na	3	0	–

Question HS A.65-68, 70, 71/MS A.66-68: 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).

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	94	100	–
1 time	na	3	0	–
2 to 3 times	na	3	0	–
4 or more times	na	0	0	–
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	–	97	100	–
1 time	–	3	0	–
2 to 3 times	–	0	0	–
4 or more times	–	0	0	–

Question HS A.72, 73/MS A.70: 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.

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	–	77	68	–
1 time	–	13	0	–
2 to 3 times	–	0	5	–
4 or more times	–	10	27	–
In a vaping device?				
0 times	–	83	68	–
1 time	–	7	5	–
2 to 3 times	–	0	5	–
4 or more times	–	10	23	–
Eat or drink it in products made with marijuana?				
0 times	–	93	68	–
1 time	–	0	5	–
2 to 3 times	–	3	5	–
4 or more times	–	3	23	–

Question HS A.77-79/MS A.74-76: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, or portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	–	23	21	–
Binge drinking (5 or more drinks in a row)	–	10	13	–
Marijuana (smoke, vape, eat, or drink)	–	17	21	–
Inhalants	–	0	0	–
Prescription drugs to get “high” or for reasons other than prescribed	na	3	0	–
Other drug, pill, or medicine to get “high” or for reasons other than medical	–	0	0	–
<i>Any drug use</i>	–	16	21	–
<i>Heavy drug use</i>	–	10	17	–
<i>Any AOD Use</i>	–	32	29	–
Two or more substances at the same time	na	0	8	–

Question HS A.83-89/MS A.80-84: 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”). na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	–	77	79	–
1 or 2 days	–	23	8	–
3 to 9 days	–	0	8	–
10 to 19 days	–	0	0	–
20 to 30 days	–	0	4	–
Binge drinking (5 or more drinks in a row)				
0 days	–	90	88	–
1 or 2 days	–	10	8	–
3 to 9 days	–	0	0	–
10 to 19 days	–	0	0	–
20 to 30 days	–	0	4	–
Marijuana (smoke, vape, eat, or drink)				
0 days	–	83	79	–
1 or 2 days	–	7	4	–
3 to 9 days	–	3	8	–
10 to 19 days	–	7	0	–
20 to 30 days	–	0	8	–

Question HS A.83-85/MS A.80-82: 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 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	–	84	65	–
1 to 2 times	–	13	22	–
3 to 6 times	–	0	4	–
7 or more times	–	3	9	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	–	81	70	–
1 to 2 times	–	13	9	–
3 to 6 times	–	0	4	–
7 or more times	–	6	17	–
<i>Very drunk or “high” 7 or more times</i>	–	6	17	–

Question HS A.74, 75/MS A.71, 72: 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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	–	90	92	–
1 to 2 days	–	7	4	–
3 or more days	–	3	4	–
Marijuana (smoke, vape, eat, or drink)				
0 days	–	97	91	–
1 to 2 days	–	0	4	–
3 or more days	–	3	4	–
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	–	100	100	–
1 to 2 days	–	0	0	–
3 or more days	–	0	0	–
Any of the above	–	10	13	–

Question HS A.93-95/MS A.88-90: 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 7 %	Grade 9 %	Grade 11 %	NT %
0 times	–	94	91	–
1 to 2 times	–	6	4	–
3 to 6 times	–	0	4	–
7 or more times	–	0	0	–

Question HS A.76/MS A.73: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	83	70	–
0 times	na	17	17	–
1 time	na	0	4	–
2 to 3 times	na	0	9	–
4 or more times	na	0	0	–
Marijuana				
Does not apply, don't use	na	87	64	–
0 times	na	10	14	–
1 time	na	3	9	–
2 to 3 times	na	0	14	–
4 or more times	na	0	0	–

Question HS A.65, 66, 111, 112: 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)... How many times have you tried to quit or stop using... alcohol?... marijuana?

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	–	40	4	–
Moderate	–	27	29	–
Slight	–	23	21	–
None	–	10	46	–
Alcohol - 5 or more drinks once or twice a week				
Great	–	47	21	–
Moderate	–	30	29	–
Slight	–	10	4	–
None	–	13	46	–
Marijuana - use occasionally				
Great	–	27	8	–
Moderate	–	30	17	–
Slight	–	33	21	–
None	–	10	54	–
Marijuana - use daily				
Great	–	48	17	–
Moderate	–	17	21	–
Slight	–	17	8	–
None	–	17	54	–

Question HS A.101-104/MS A.96-99: 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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	–	3	4	–
Fairly difficult	–	10	4	–
Fairly easy	–	42	21	–
Very easy	–	16	33	–
Don’t know	–	29	38	–
Marijuana				
Very difficult	–	3	4	–
Fairly difficult	–	7	4	–
Fairly easy	–	33	13	–
Very easy	–	27	38	–
Don’t know	–	30	42	–
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	–	13	13	–
Fairly difficult	–	13	17	–
Fairly easy	–	16	8	–
Very easy	–	16	8	–
Don’t know	–	42	54	–

Question HS A.107-109/MS A.102-104: 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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	–	10	13	–	A10.2
Current cigarette smoking [¶]	–	3	4	–	A10.4
Current cigarette smoking at school ^{¶Φ}	–	0	0	–	A10.6
Ever tried smokeless tobacco	–	0	13	–	A10.2
Current smokeless tobacco use [¶]	–	0	0	–	A10.4
Current smokeless tobacco use at school ^{¶Φ}	–	0	0	–	A10.6
Ever used vape products	–	29	39	–	A10.2
Current use of vape products [¶]	–	19	26	–	A10.4
Current tobacco vaping [¶]	–	10	22	–	A10.5
Current marijuana vaping [¶]	–	10	13	–	A10.5
Current vaping at school ^{¶Φ}	–	13	17	–	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	6	9	–	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	–	37	8	–	A10.9
Harmfulness of smoking 1 or more packs/day ^B	–	63	21	–	A10.9
Harmfulness of vaping occasionally ^B	–	34	9	–	A10.10
Harmfulness of vaping several times a day ^B	–	57	22	–	A10.10
Difficulty of obtaining cigarettes ^C	–	6	4	–	A10.11
Difficulty of obtaining vape products ^C	–	6	4	–	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping	–	84	75	–	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	–	na	na	na
1 time	–	na	na	na
2 to 3 times	–	na	na	na
4 or more times	–	na	na	na
A whole cigarette				
0 times	–	90	87	–
1 time	–	7	4	–
2 to 3 times	–	0	9	–
4 or more times	–	3	0	–
Smokeless tobacco				
0 times	–	100	87	–
1 time	–	0	13	–
2 to 3 times	–	0	0	–
4 or more times	–	0	0	–
Vape products				
0 times	–	71	61	–
1 time	–	16	4	–
2 to 3 times	–	3	13	–
4 or more times	–	10	22	–

Question HS A.62-64/MS A.62-65: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	–	81	70	–
1 time	–	6	0	–
2 to 3 times	–	3	9	–
4 or more times	–	10	22	–
Vaped marijuana or THC				
0 times	–	81	70	–
1 time	–	10	4	–
2 to 3 times	–	0	4	–
4 or more times	–	10	22	–
Vaped other product				
0 times	–	97	86	–
1 time	–	0	0	–
2 to 3 times	–	3	9	–
4 or more times	–	0	5	–

Question HS A.64A-64C/MS A.65A-65C: 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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	–	3	4	–
Daily (20 or more days)	–	0	0	–
Smokeless tobacco				
Any	–	0	0	–
Daily (20 or more days)	–	0	0	–
Vape products				
Any	–	19	26	–
Daily (20 or more days)	–	0	0	–

Question HS A.80-82/MS A.77-79: 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 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine?				
0 days	–	90	78	–
1 or 2 days	–	3	17	–
3 to 9 days	–	6	4	–
10 to 19 days	–	0	0	–
20 to 30 days	–	0	0	–
Vaped marijuana or THC?				
0 days	–	90	87	–
1 or 2 days	–	6	4	–
3 to 9 days	–	0	9	–
10 to 19 days	–	3	0	–
20 to 30 days	–	0	0	–
Vaped other product?				
0 days	–	97	91	–
1 or 2 days	–	3	9	–
3 to 9 days	–	0	0	–
10 to 19 days	–	0	0	–
20 to 30 days	–	0	0	–

Question HS A.82A-82C/MS A.79A-79C: 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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	–	100	100	–
1 or 2 days	–	0	0	–
3 to 9 days	–	0	0	–
10 to 19 days	–	0	0	–
20 to 30 days	–	0	0	–
Smokeless tobacco				
0 days	–	100	100	–
1 or 2 days	–	0	0	–
3 to 9 days	–	0	0	–
10 to 19 days	–	0	0	–
20 to 30 days	–	0	0	–
Vape				
0 days	–	87	83	–
1 or 2 days	–	10	13	–
3 to 9 days	–	0	0	–
10 to 19 days	–	0	0	–
20 to 30 days	–	3	4	–

Question HS A.90-92/MS A.85-87: 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 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	–	100	96	–
1 day	–	0	0	–
2 days	–	0	0	–
3-9 days	–	0	4	–
10-19 days	–	0	0	–
20-30 days	–	0	0	–

Question HS A.96/MS A.91: 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***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	81	74	–
0 times	na	13	17	–
1 time	na	6	0	–
2 to 3 times	na	0	9	–
4 or more times	na	0	0	–

Question HS A.62, 64, 110: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	–	37	8	–
Moderate	–	30	25	–
Slight	–	20	13	–
None	–	13	54	–
Smoke 1 or more packs of cigarettes each day				
Great	–	63	21	–
Moderate	–	13	25	–
Slight	–	10	4	–
None	–	13	50	–

Question HS A.97, 98/MS A.92, 93: 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 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	–	34	9	–
Moderate	–	24	26	–
Slight	–	31	9	–
None	–	10	57	–
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	–	57	22	–
Moderate	–	23	22	–
Slight	–	10	9	–
None	–	10	48	–

Question HS A.99, 100/MS A.94, 95: 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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	–	6	4	–
Fairly difficult	–	29	13	–
Fairly easy	–	26	4	–
Very easy	–	13	17	–
Don't know	–	26	63	–
Vape products				
Very difficult	–	6	4	–
Fairly difficult	–	6	0	–
Fairly easy	–	45	29	–
Very easy	–	23	25	–
Don't know	–	19	42	–

Question HS A.105, 106/MS A.100, 101: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	0	4	–
Yes	–	84	75	–
Don't know	–	16	21	–

Question HS A.113/MS A.105: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	–	na	na	na
1 day	–	na	na	na
2 days	–	na	na	na
3 days	–	na	na	na
4 days	–	na	na	na
5 days	–	na	na	na

Question MS A.106: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A11.2

Gang Involvement (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	100	96	–
Yes	–	0	4	–

Question HS A.149/MS A.142: 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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	46	61	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–			–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Academic Motivation[†]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	50	61	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–

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

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

[#]*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 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	57	56	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
School is worthless and a waste of time[±]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	9	0	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Monthly Absences (3 or more)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	14	17	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	17	33	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Caring adult relationships[‡]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	33	49	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
High expectations-adults in school[‡]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	48	69	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation[‡]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	23	29	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	74	61	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Promotion of parental involvement in school[†]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	45	50	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	65	72	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	13	0	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	17	0	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	30	33	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	9	0	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	13	6	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	4	6	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	30	33	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	39	17	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Current marijuana use[¶]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	24	6	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Current binge drinking[¶]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	13	11	–
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.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	9	0	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	9	0	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Current alcohol use[¶]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	26	17	–
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.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (In-School Only)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	13	11	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Current cigarette smoking[¶]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	0	0	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Current vaping[¶]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	22	24	–
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.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping[¶]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	13	18	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Current marijuana vaping[¶]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	13	6	–
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.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	48	67	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Bedtime (at 12 am or later)				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	13	17	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–

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

¹*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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.

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

Table A12.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	17	8	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	48	17	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Considered suicide[§]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	13	11	–
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.”*

[§]*Past 12 months.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism[‡]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	32	41	–
Native Hawaiian or Pacific Islander	–			–
White	–			–
Mixed (two or more) ethnics	–			–
Something else	–			–
Life satisfaction[‡]				
American Indian or Alaska Native	–			–
Asian or Asian American	–			–
Black or African American	–			–
Hispanic or Latinx	–	50	69	–
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.”*

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	–	54	71	–
Female	–	43	58	–
Nonbinary	–			–
Something else	–			–
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male	–			–
Female	–			–
Nonbinary	–			–
Something else	–			–
Academic Motivation[†]				
Male	–	48	52	–
Female	–	63	71	–
Nonbinary	–			–
Something else	–			–
School is really boring[±]				
Male	–	63	55	–
Female	–	50	46	–
Nonbinary	–			–
Something else	–			–
School is worthless and a waste of time[±]				
Male	–	13	0	–
Female	–	0	8	–
Nonbinary	–			–
Something else	–			–

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

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

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

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

[±]*Rating of 7 or higher.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	–	19	25	–
Female	–	15	15	–
Nonbinary	–			–
Something else	–			–
Maintaining focus on schoolwork[†]				
Male	–	19	18	–
Female	–	14	31	–
Nonbinary	–			–
Something else	–			–
Caring adult relationships[‡]				
Male	–	40	63	–
Female	–	40	51	–
Nonbinary	–			–
Something else	–			–
High expectations-adults in school[‡]				
Male	–	44	73	–
Female	–	67	72	–
Nonbinary	–			–
Something else	–			–
Meaningful participation[‡]				
Male	–	24	36	–
Female	–	15	26	–
Nonbinary	–			–
Something else	–			–

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	–	69	45	–
Female	–	71	69	–
Nonbinary	–			–
Something else	–			–
Promotion of parental involvement in school[†]				
Male	–	40	52	–
Female	–	52	49	–
Nonbinary	–			–
Something else	–			–

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

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

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

Table A13.2
School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Male	–	88	64	–
Female	–	43	85	–
Nonbinary	–			–
Something else	–			–
Experienced harassment due to five reasons^{λ§}				
Male	–	13	0	–
Female	–	7	15	–
Nonbinary	–			–
Something else	–			–
Experienced any harassment or bullying[§]				
Male	–	13	0	–
Female	–	21	15	–
Nonbinary	–			–
Something else	–			–
Had mean rumors or lies spread about you[§]				
Male	–	19	18	–
Female	–	50	54	–
Nonbinary	–			–
Something else	–			–
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	–	13	0	–
Female	–	0	0	–
Nonbinary	–			–
Something else	–			–

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	–	25	0	–
Female	–	8	8	–
Nonbinary	–			–
Something else	–			–
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	–	7	0	–
Female	–	0	8	–
Nonbinary	–			–
Something else	–			–

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	–	31	18	–
Female	–	36	54	–
Nonbinary	–			–
Something else	–			–

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male	–	25	27	–
Female	–	43	31	–
Nonbinary	–			–
Something else	–			–
Current marijuana use[¶]				
Male	–	13	27	–
Female	–	23	15	–
Nonbinary	–			–
Something else	–			–
Current binge drinking[¶]				
Male	–	6	18	–
Female	–	14	8	–
Nonbinary	–			–
Something else	–			–
Very drunk or “high” 7 or more times, ever				
Male	–	0	20	–
Female	–	14	15	–
Nonbinary	–			–
Something else	–			–
Been drunk or “high” on drugs at school, ever				
Male	–	0	0	–
Female	–	14	15	–
Nonbinary	–			–
Something else	–			–
Current alcohol use[¶]				
Male	–	13	18	–
Female	–	36	23	–
Nonbinary	–			–
Something else	–			–

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	–	13	9	–
Female	–	8	8	–
Nonbinary	–			–
Something else	–			–
Current cigarette smoking[¶]				
Male	–	0	0	–
Female	–	0	8	–
Nonbinary	–			–
Something else	–			–
Current vaping[¶]				
Male	–	25	20	–
Female	–	14	31	–
Nonbinary	–			–
Something else	–			–
Current tobacco vaping[¶]				
Male	–	6	20	–
Female	–	14	23	–
Nonbinary	–			–
Something else	–			–
Current marijuana vaping[¶]				
Male	–	6	20	–
Female	–	14	8	–
Nonbinary	–			–
Something else	–			–

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Male	–	63	64	–
Female	–	36	62	–
Nonbinary	–			–
Something else	–			–
Bedtime (at 12 am or later)				
Male	–	25	18	–
Female	–	7	23	–
Nonbinary	–			–
Something else	–			–

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

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

¹*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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 “Agree” or “Strongly agree.”

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

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Male	–	18	7	–
Female	–	24	34	–
Nonbinary	–			–
Something else	–			–
Experienced chronic sadness/hopelessness[§]				
Male	–	38	9	–
Female	–	57	31	–
Nonbinary	–			–
Something else	–			–
Considered suicide[§]				
Male	–	25	0	–
Female	–	7	23	–
Nonbinary	–			–
Something else	–			–
Optimism[‡]				
Male	–	44	58	–
Female	–	24	23	–
Nonbinary	–			–
Something else	–			–
Life satisfaction[‡]				
Male	–	46	62	–
Female	–	54	62	–
Nonbinary	–			–
Something else	–			–

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

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

[§]Past 12 months.

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

Appendix I

2022-23 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Point Arena High		89	93	
South Coast Continuation				

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2022-23

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

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

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

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and 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. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.³ All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student 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.⁴

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

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

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

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

³ See calschls.org/reports-data/#scrc

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

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

more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁶ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than 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.⁷ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁸

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by 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 562.799.5164 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by,

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

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

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

and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.⁹ They were highest in schools with large proportions of white and Asian students, as well as in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

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

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹¹ 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.^{12 13} For example, analysis of the Biennial CHKS data indicate that LGBTQ youth¹⁴ 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.

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

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

¹¹ Austin, Jones, & Annon. (2007). Download data.calschls.org/resources/FACTSHEET-6.pdf

¹² 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/)

¹³ 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.

¹⁴ 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.¹⁵ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale, school boredom, and self-reported grades provide insight into cognitive engagement; the School Connectedness scale and school value item into emotional engagement; and attendance data into behavioral engagement. 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.

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.¹⁶

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.

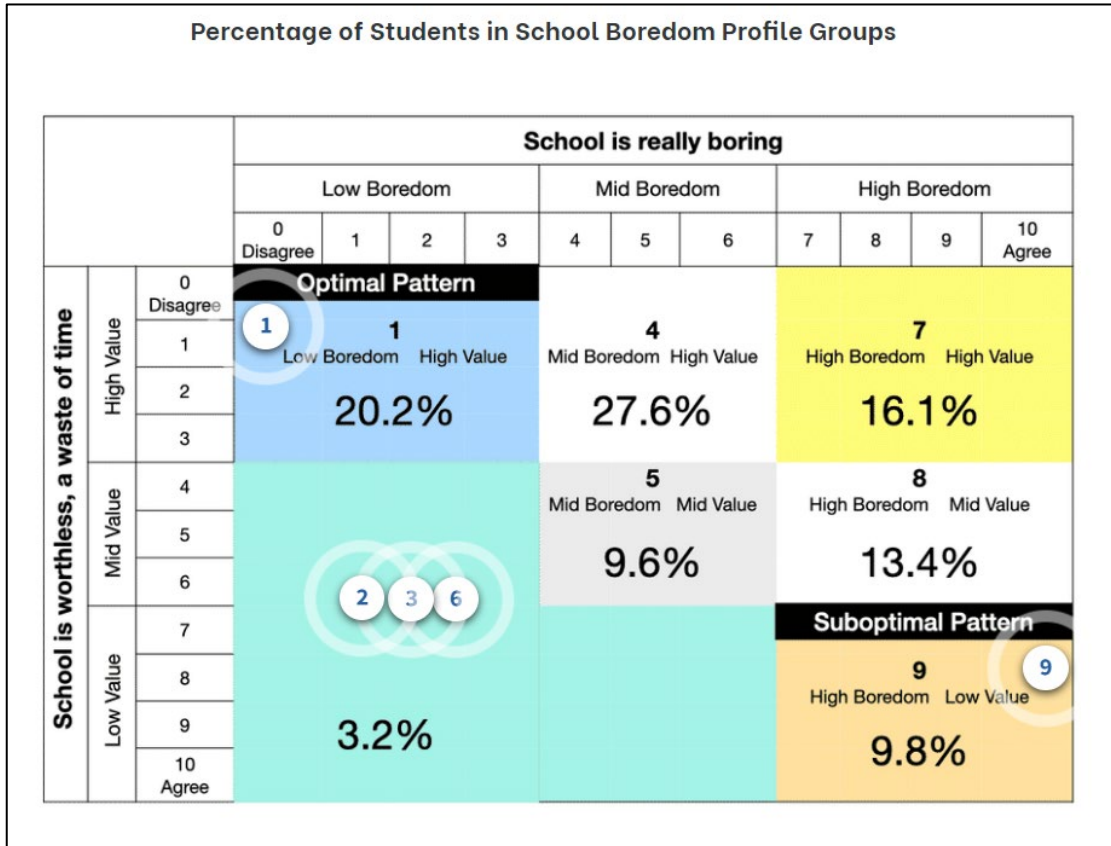
In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

¹⁵ 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.

¹⁶ Download data.calschls.org/resources/Biennial_State_1921.pdf

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students’ school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.^{17,18}



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

¹⁷ Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology*, 5(1), 42–64.
<https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP.pdf>

¹⁸ See D. Michael Furlong’s RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles
https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

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.

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.

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

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.

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 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}

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.

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

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 2017-19 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 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.

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

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. 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}

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

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

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.

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

CALIFORNIA SCHOOL STAFF SURVEY



Point Arena Joint Union High 2022-2023 Main Report

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

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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 provided by teachers, administrators, and other school staff on each question in your 2022-23 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Surveys* (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, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS.

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

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

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

SURVEY PURPOSE

The CSSS was developed for CDE in 2004 to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts, to meet LCAP state priorities, and to enable the perceptions and experiences of school staff to be compared to those of students on the CHKS. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSSS grew out of CDE’s commitment to: (1) helping schools promote the successful cognitive, social, emotional, and physical development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSSS report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. CSSS data enrich a school’s ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSSS to be administered online at the same time as the CHKS, among all staff in grades 5 and above. Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The CSSS survey questions were selected with the assistance of an advisory committee to assess the key variables that research and theory indicated as most associated with successful learning and teaching, particularly in regard to school climate. Like most school climate surveys, it focuses on individual behaviors, patterns of communication and interactions, and professional and student supports.

Core Section (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

The same questions asked of students in the CHKS supplemental School Climate Module are included in the CSSS so that staff and student results can be compared. CDE recommends that all districts include the School Climate Module in their CHKS administration. The questions, reported in Section 6 (Learning Conditions), provide staff perceptions on five key constructs:

- Supports for Learning;
- Discipline and Order;
- Social, Emotional, and Behavioral Supports;
- Positive Peer Relationships (anti-bullying related); and
- Respect for Diversity.

Student Supports Questions (Section B)

A second section of the survey is focused on student supports and is designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, and/or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSSS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free CalSCHLS Helpline at 888.841.7536.

- The Staff Trauma-Informed Practice Module was developed in 2022 in collaboration with a state advisory group to provide LEAs with data to assess staff perceptions of trauma-informed practice implementation, the extent to which the school has a trauma-sensitive environment, and staff attitudes related to trauma-informed care. The questions assessing staff attitudes related to trauma-informed care come from the Attitudes Related to Trauma-Informed Care (ARTIC) scale developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. Scores on these scales can be used to monitor staff readiness to implement trauma-informed practices and progress in changing attitudes. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale.
- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to

students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSSS results reported by staff who have special education responsibilities to those reported by other staff.

- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.
- The new **Student Wellness Module** contains 28 questions that assess student mental health needs, school mental health supports, and barriers to accessing services.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded to the nearest whole number. Summary tables at the beginning of the sections provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CSSS 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 CSSS, trends over time, and disparities in survey outcomes across groups. Group differences by race/ethnicity, role (teacher, administrator), and tenure at the school can be examined. Trends in results over the past eight years can be displayed. 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 purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for

the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, staff serving in different roles at the school, and staff tenure; and
- examine data trends over time overall and by group.

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 fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. 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 of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70 percent (see Table A1.1 and Appendix I for staff counts and participation status by school). One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff 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 staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other district, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all districts in the state that conducted the CSSS may be downloaded from the website: calschls.org/reports-data.

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any

school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

RESOURCES

[CalSCHLS.org](https://calschls.org) contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on 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/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS 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 also 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 (562.799.5164) or email calschls@wested.org.

Compare Results with Other Data

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

- **Student and Parent Surveys.** If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer the companion parent surveys, urge them to do so next time.
- **Other Data.** Examine how the results compare with other 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.
- **Statewide Results.** The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/docs/statewide_1921_csss.pdf). 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/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school.

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 (562.799.5164) 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.

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, role, length of employment at school).

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 staff 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 to guide school improvement efforts and add questions to your next student, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

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

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: †Elementary student survey.

‡Secondary student survey.

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Tom Herman
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California Department of Education

Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military-Connected Schools	
E. Student Wellness	
F. Trauma-Informed Practice	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	8	–	–	8	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	8	–	–	8	–
Remote model only	0	–	–	0	–

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships [†]	43	–	–	43	–	A7.1
High expectations-adults in school [†]	57	–	–	57	–	A7.1
Student meaningful participation [†]	34	–	–	34	–	A7.1
Promotion of parental involvement [†]	29	–	–	29	–	A7.1
Student learning environment [†]	49	–	–	49	–	A6.1
Facilities upkeep [†]	63	–	–	63	–	A6.1
Support for social emotional learning [†]	40	–	–	40	–	A8.1
Provides adequate counseling and support services [†]	63	–	–	63	–	A10.2
Antibullying climate [†]	40	–	–	40	–	A8.1
School Supports for Staff						
Staff working environment [†]	38	–	–	38	–	A6.1
Staff collegiality [†]	33	–	–	33	–	A6.1
School Safety						
Is a safe place for staff [†]	50	–	–	50	–	A6.1
Is a safe place for students [†]	75	–	–	75	–	A6.1
Has sufficient resources to create a safe campus [†]		–	–		–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	29	–	–	29	–	A8.1
Respect for diversity [†]	33	–	–	33	–	A8.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork [†]	29	–	–	29	–	A8.4
Student readiness to learn [†]	14	–	–	14	–	A8.1
Cutting classes or being truant moderate/severe problem	14	–	–	14	–	A8.13
Harassment/bullying moderate/severe problem	0	–	–	0	–	A9.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	43	–	–	43	–	A9.9
Tobacco use moderate/severe problem	14	–	–	14	–	A9.10
Vaping/e-cigarette use moderate/severe problem	43	–	–	43	–	A9.11
Student depression moderate/severe problem	71	–	–	71	–	A9.2

Notes: Cells are empty if there are less than 5 respondents.

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

Table A2.2

Key Indicators of COVID-Specific Measures

	All %	ES %	MS %	HS %	NT %	Table
Perceived School Safety in Response to COVID-19						
COVID-related safety measures to keep students healthy [†]	63	–	–	63	–	A4.1
COVID-related safety measures to keep staff healthy [†]	63	–	–	63	–	A4.1
Areas of Professional Development Needs						
Supporting students exposed to trauma	57	–	–	57	–	A4.2
COVID-related safety measures and protocols	14	–	–	14	–	A4.2

Notes: Cells are empty if there are less than 5 respondents.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	100	–	–	100	–
Remote Learning Model	0	–	–	0	–

Question A.2, 3: Which of the following best describes your students' school schedule during the past 30 days?... Which of the following best describes students' school schedule during the past 30 days?

Notes: Cells are empty if there are less than 5 respondents.

In-School Model - Respondents selecting "Most [of my] students went to school in person at the school building for the entire day, Monday through Friday."

Remote Learning Model - Respondents selecting "Most [of my] students participated in school from home for the entire day on most or all weekdays and did not go to the school in person."

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	100	–	–	100	–
1 day	0	–	–	0	–
2 days	0	–	–	0	–
3 days	0	–	–	0	–
4 days	0	–	–	0	–
5 days	0	–	–	0	–

Question A.4: In the past 30 days, how many weekdays in an average week did you work from home for an entire school day?

Note: Cells are empty if there are less than 5 respondents.

Table A3.3***Role (Job) at School***

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	0	–	–	0	–
Teacher in grade 5 or above	63	–	–	63	–
Special education teacher	25	–	–	25	–
Administrator	0	–	–	0	–
Prevention staff, nurse, or health aide	0	–	–	0	–
Counselor, psychologist	13	–	–	13	–
Police, resource officer, or safety personnel	0	–	–	0	–
Paraprofessional, teacher assistant, or instructional aide	0	–	–	0	–
Other certificated staff	0	–	–	0	–
Other classified staff	13	–	–	13	–
Other service provider	0	–	–	0	–

Question A.1: What is your role(s) at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.4***Special Population Service Providers***

	All %	ES %	MS %	HS %	NT %
Special education	75	–	–	75	–
English language learners	88	–	–	88	–
None of the above	13	–	–	13	–

Question A.5: Do you provide services to the following types of students? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents.

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

Table A3.5***Length of Employment at School***

	All %	ES %	MS %	HS %	NT %
Less than one year	25	–	–	25	–
1 to 2 years	25	–	–	25	–
3 to 5 years	13	–	–	13	–
6 to 10 years	38	–	–	38	–
Over 10 years	0	–	–	0	–

Question A.6: How many years have you worked, in any position, at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A3.6***Overall Length of Employment in Position***

	All %	ES %	MS %	HS %	NT %
Less than one year	0	–	–	0	–
1 to 2 years	0	–	–	0	–
3 to 5 years	13	–	–	13	–
6 to 10 years	13	–	–	13	–
Over 10 years	75	–	–	75	–

Question A.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Note: Cells are empty if there are less than 5 respondents.

Table A3.7***Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native, non-Hispanic	0	–	–	0	–
Asian or Asian American, non-Hispanic	0	–	–	0	–
Black or African American, non-Hispanic	0	–	–	0	–
Filipino, non-Hispanic	0	–	–	0	–
Hispanic or Latinx	0	–	–	0	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	–	–	0	–
White, non-Hispanic	100	–	–	100	–
Multiracial, non-Hispanic	0	–	–	0	–
Something else, non-Hispanic	0	–	–	0	–

Question A.8: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Filipino... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

Note: Cells are empty if there are less than 5 respondents.

Table A3.8***Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %	ES %	MS %	HS %	NT %
Yes	43	–	–	43	–
No	57	–	–	57	–

Question A.112: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?

Note: Cells are empty if there are less than 5 respondents.

4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has implemented good COVID-related safety measures and protocols to keep students healthy.					
Strongly agree	63	–	–	63	–
Agree	38	–	–	38	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
has kept staff well-informed about COVID-related safety measures and protocols.					
Strongly agree	63	–	–	63	–
Agree	25	–	–	25	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–
has implemented good COVID-related safety measures and protocols to keep staff healthy.					
Strongly agree	63	–	–	63	–
Agree	38	–	–	38	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.30-32: This school... has kept staff well-informed about COVID-related safety measures and protocols... has implemented good COVID-related safety measures and protocols to keep staff healthy... has implemented good COVID-related safety measures and protocols to keep students healthy.

Note: Cells are empty if there are less than 5 respondents.

Table A4.2

Ways to Support Teachers During COVID-19

	All %	ES %	MS %	HS %	NT %
Teachers need more professional development, training, mentorship, or other support in...					
motivating students through remote learning.					
(Remote Only)					
Yes		–	–		–
No		–	–		–
supporting students exposed to trauma or stressful life events.					
Yes	57	–	–	57	–
No	43	–	–	43	–
COVID-related safety measures and protocols to keep staff and students healthy.					
Yes	14	–	–	14	–
No	86	–	–	86	–

Question A.99, 101, 102: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... supporting students exposed to trauma or stressful life events (e.g., trauma-informed practices)... COVID-related safety measures and protocols to keep staff and students healthy... motivating students through remote learning.

Note: Cells are empty if there are less than 5 respondents.

5. Remote Learning

Table A5.1

School Instructional Model Implementation (Remote Only)

	All %	ES %	MS %	HS %	NT %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching.					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Teachers from this school are providing effective instruction.					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
I can provide effective instruction.					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.105-107: The next set of questions ask about your experiences with remote instruction this year... I can provide effective instruction... I have had sufficient training and/or experience using distance learning tools (video calls, learning management system, etc.) to deliver effective remote teaching.... Teachers from this school are providing effective instruction.

Note: Cells are empty if there are less than 5 respondents.

Table A5.2

Student Remote Learning (Remote Only)

	All %	ES %	MS %	HS %	NT %
Students are coping well with remote learning.					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Students are less engaged in remote classes than in-person classes.					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.110-111: The next set of questions ask about your experiences with remote instruction this year... Students are coping well with remote learning... Students are less engaged in remote classes than in-person classes.

Note: Cells are empty if there are less than 5 respondents.

Table A5.3

Academic Motivation and Supports for Learning (Remote Only)

	All %	ES %	MS %	HS %	NT %
Teachers from this school are motivating students.					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Students who need the most academic support are receiving the support they need.					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.108, 109: The next set of questions ask about your experiences with remote instruction this year... Teachers from this school are motivating students... Students who need the most academic support are receiving the support they need.

Note: Cells are empty if there are less than 5 respondents.

6. School Supports for Students and Staff

Table A6.1

Summary of Indicators for Positive Learning and Working Environment

	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment	49	–	–	49	–	A6.2
Is a supportive and inviting place for students to learn	63	–	–	63	–	A6.2
Emphasizes teaching lessons in ways relevant to students	25	–	–	25	–	A6.2
Facilities upkeep	63	–	–	63	–	A6.9
School Supports for Staff						
Staff working environment	38	–	–	38	–	A6.4
Is a supportive and inviting place for staff to work	38	–	–	38	–	A6.4
Promotes trust and collegiality among staff	25	–	–	25	–	A6.4
Promotes participation in school decision making	43	–	–	43	–	A6.4
Uses objective data for school improvement decisions	57	–	–	57	–	A6.7
Staff collegiality	33	–	–	33	–	A6.5
Have close professional relationships with one another	29	–	–	29	–	A6.5
Feel a responsibility to improve the school	43	–	–	43	–	A6.5
School Safety						
Is a safe place for staff	50	–	–	50	–	A6.4
Is a safe place for students	75	–	–	75	–	A6.2

Note: Cells are empty if there are less than 5 respondents.

Student Learning Environment

Table A6.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	49	–	–	49	–
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	63	–	–	63	–
Agree	38	–	–	38	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>promotes academic success for all students.</i>					
Strongly agree	50	–	–	50	–
Agree	50	–	–	50	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	50	–	–	50	–
Agree	50	–	–	50	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>emphasizes teaching lessons in ways relevant to students.</i>					
Strongly agree	25	–	–	25	–
Agree	75	–	–	75	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.9-11, 13: This school... is a supportive and inviting place for students to learn... promotes academic success for all students... emphasizes helping students academically when they need it... emphasizes teaching lessons in ways relevant to students.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2***Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
is a safe place for students.					
Strongly agree	75	–	–	75	–
Agree	25	–	–	25	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
motivates students to learn.					
Strongly agree	29	–	–	29	–
Agree	71	–	–	71	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.26, 44: This school... is a safe place for students... motivates students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A6.3***Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	0	–	–	0	–
Mild problem	86	–	–	86	–
Moderate problem	14	–	–	14	–
Severe problem	0	–	–	0	–

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?

Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A6.4

Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
<i>Average reporting “Strongly agree”</i>	38	–	–	38	–
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	38	–	–	38	–
Agree	50	–	–	50	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	25	–	–	25	–
Agree	63	–	–	63	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–
<i>is a safe place for staff.</i>					
Strongly agree	50	–	–	50	–
Agree	38	–	–	38	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.14, 15, 27, 43: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... is a safe place for staff... promotes personnel participation in decision-making that affects school practices and policies.

Note: Cells are empty if there are less than 5 respondents.

Table A6.5**Staff Collegiality Scale Questions**

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
<i>Average reporting “Strongly agree”</i>	33	–	–	33	–
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	29	–	–	29	–
Agree	71	–	–	71	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
support and treat each other with respect.					
Strongly agree	29	–	–	29	–
Agree	71	–	–	71	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
feel a responsibility to improve this school.					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.

Note: Cells are empty if there are less than 5 respondents.

Table A6.6**Staff Collaborate Regularly**

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	–	–	14	–
Agree	71	–	–	71	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–

Question A.39: Adults who work at this school... are collaborating regularly.

Note: Cells are empty if there are less than 5 respondents.

Table A6.7***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	57	–	–	57	–
Agree	43	–	–	43	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Note: Cells are empty if there are less than 5 respondents.

Table A6.8***Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	43	–	–	43	–
Mild problem	57	–	–	57	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?

Note: Cells are empty if there are less than 5 respondents.

Facilities Upkeep

Table A6.9***Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	63	–	–	63	–
Agree	38	–	–	38	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.29: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

7. Student Developmental Supports and Opportunities

Table A7.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships	43	–	–	43	–	A7.2
Adults really care about every student	43	–	–	43	–	A7.2
Adults acknowledge and pay attention to students	43	–	–	43	–	A7.2
Adults listen to what students have to say	43	–	–	43	–	A7.2
High Expectations-Adults in School	57	–	–	57	–	A7.3
Adults want every student to do their best	57	–	–	57	–	A7.3
Adults believe every student can be a success	57	–	–	57	–	A7.3
Student Meaningful Participation	34	–	–	34	–	A7.4
Opportunities to decide things	13	–	–	13	–	A7.4
Equal opportunity for classroom participation	50	–	–	50	–	A7.4
Equal opportunity to participate in extracurricular activities	63	–	–	63	–	A7.4
Opportunities to “make a difference”	13	–	–	13	–	A7.4
Promotion of Parental Involvement	29	–	–	29	–	A7.5
School is welcoming to and facilitates parent involvement	25	–	–	25	–	A7.5
Encourages parents to be active partners in schooling	29	–	–	29	–	A7.5
School communicates about student learning expectation	14	–	–	14	–	A7.5
Parents feel welcome to participate at this school	29	–	–	29	–	A7.5

Note: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A7.2

Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
<i>Average reporting “Strongly agree”</i>	43	–	–	43	–
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>acknowledge and pay attention to students.</i>					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>listen to what students have to say.</i>					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.33, 34, 36: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.

Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A7.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
<i>Average reporting “Strongly agree”</i>	57	–	–	57	–
<i>Adults who work at this school... want every student to do their best.</i>					
Strongly agree	57	–	–	57	–
Agree	43	–	–	43	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>believe that every student can be a success.</i>					
Strongly agree	57	–	–	57	–
Agree	43	–	–	43	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.35, 37: Adults who work at this school... want every student to do their best... believe that every student can be a success.

Note: Cells are empty if there are less than 5 respondents.

Student Meaningful Participation

Table A7.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
<i>Average reporting “Strongly agree”</i>	34	–	–	34	–
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	13	–	–	13	–
Agree	75	–	–	75	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	50	–	–	50	–
Agree	50	–	–	50	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	63	–	–	63	–
Agree	25	–	–	25	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	13	–	–	13	–
Agree	75	–	–	75	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–

Question A.16-19: This school... encourages opportunities for students to decide things like class activities or rules... gives all students equal opportunity to participate in classroom discussions or activities... gives all students equal opportunity to participate in numerous extracurricular and enrichment activities... gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).

Note: Cells are empty if there are less than 5 respondents.

Promotion of Parental Involvement

Table A7.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	29	–	–	29	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	25	–	–	25	–
Agree	63	–	–	63	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	29	–	–	29	–
Agree	71	–	–	71	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	14	–	–	14	–
Agree	86	–	–	86	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Parents feel welcome to participate at this school.					
Strongly agree	29	–	–	29	–
Agree	57	–	–	57	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–

Question A.28, 46, 80, 81: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.

Note: Cells are empty if there are less than 5 respondents.

Table A7.5

Promotion of Parental Involvement Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
School staff take parents’ concerns seriously.					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.82: School staff take parents’ concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

8. Learning Conditions

Table A8.1

Summary of Indicators of School Learning Conditions

	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Support for social emotional learning	40	–	–	40	–	A8.2
Student readiness to learn	14	–	–	14	–	A8.3
Instructional equity	33	–	–	33	–	A8.7
Antibullying climate	40	–	–	40	–	A8.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	29	–	–	29	–	A8.5
Respect for diversity	33	–	–	33	–	A8.6
Positive Peer Relations						
Student peer relationships	38	–	–	38	–	A8.11

Note: Cells are empty if there are less than 5 respondents.

Supports for Learning and Student Academic Engagement

Table A8.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
<i>Average reporting “Strongly agree”</i>	40	–	–	40	–
This school encourages students to feel responsible for how they act.					
Strongly agree	43	–	–	43	–
Agree	43	–	–	43	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–
This school encourages students to understand how others think and feel.					
Strongly agree	43	–	–	43	–
Agree	43	–	–	43	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–
Students are taught that they can control their own behavior.					
Strongly agree	43	–	–	43	–
Agree	43	–	–	43	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–
This school helps students resolve conflicts with one another.					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.65, 68-70: This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another.

Note: Cells are empty if there are less than 5 respondents.

Table A8.2

Support for Social Emotional Learning Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	29	–	–	29	–
Agree	57	–	–	57	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–

Question A.71: This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A8.3**Student Readiness to Learn Scale Questions**

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
<i>Average reporting “Strongly agree”</i>	14	–	–	14	–
Students are healthy and physically fit.					
Strongly agree	14	–	–	14	–
Agree	43	–	–	43	–
Disagree	43	–	–	43	–
Strongly disagree	0	–	–	0	–
Students start/arrive at school alert and rested.					
Strongly agree	0	–	–	0	–
Agree	57	–	–	57	–
Disagree	43	–	–	43	–
Strongly disagree	0	–	–	0	–
Students are motivated to learn.					
Strongly agree	0	–	–	0	–
Agree	71	–	–	71	–
Disagree	29	–	–	29	–
Strongly disagree	0	–	–	0	–
Students in this school are well-behaved.					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.56-59, 73: Students are healthy and physically fit... Students arrive at school alert and rested. [In-School only]... Students start school alert and rested. [Remote only]... Students are motivated to learn... Students in this school are well-behaved.

Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Motivation to Complete Schoolwork

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	–	–	29	–
Agree	57	–	–	57	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–

Question A.66: Students are motivated to complete their schoolwork.

Note: Cells are empty if there are less than 5 respondents.

Fairness, Rule Clarity, and Respect for Diversity

Table A8.5

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
<i>Average reporting “Strongly agree”</i>	29	–	–	29	–
This school handles discipline problems fairly.					
Strongly agree	50	–	–	50	–
Agree	38	–	–	38	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–
The school rules are fair.					
Strongly agree	29	–	–	29	–
Agree	71	–	–	71	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	17	–	–	17	–
Agree	67	–	–	67	–
Disagree	17	–	–	17	–
Strongly disagree	0	–	–	0	–
Students know what the rules are.					
Strongly agree	17	–	–	17	–
Agree	67	–	–	67	–
Disagree	17	–	–	17	–
Strongly disagree	0	–	–	0	–

Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.

Note: Cells are empty if there are less than 5 respondents.

Table A8.6

Respect for Diversity Scale Questions

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
<i>Average reporting “Strongly agree”</i>	33	–	–	33	–
Students respect each other’s differences.					
Strongly agree	14	–	–	14	–
Agree	71	–	–	71	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–
Adults from this school respect differences in students.					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.53-55: Students respect each other’s differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Note: Cells are empty if there are less than 5 respondents.

Instructional Equity

Table A8.7

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	33	–	–	33	–
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	25	–	–	25	–
Agree	75	–	–	75	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	0	–	–	0	–
Agree	75	–	–	75	–
Disagree	25	–	–	25	–
Strongly disagree	0	–	–	0	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	38	–	–	38	–
Agree	63	–	–	63	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	50	–	–	50	–
Agree	38	–	–	38	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–

Question A.20-23: This school... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority.... has high expectations for all students, regardless of their race, ethnicity, or nationality.

Note: Cells are empty if there are less than 5 respondents.

Table A8.7

Instructional Equity Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school fosters an appreciation of student diversity and respect for each other.					
Strongly agree	50	–	–	50	–
Agree	50	–	–	50	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.24: This school fosters an appreciation of student diversity and respect for each other.

Note: Cells are empty if there are less than 5 respondents.

Table A8.8***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	–	–	29	–
Agree	71	–	–	71	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.38: Adults who work at this school treat all students fairly.

Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A8.9***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	–	–	43	–
Agree	29	–	–	29	–
Disagree	29	–	–	29	–
Strongly disagree	0	–	–	0	–

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.

Note: Cells are empty if there are less than 5 respondents.

Table A8.10***Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	57	–	–	57	–
Mild problem	43	–	–	43	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.89: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

Student Peer Relationships

Table A8.11

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
<i>Average reporting “Strongly agree”</i>	38	–	–	38	–
Students care about one another.					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Students treat each other with respect.					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Students get along well with one another.					
Strongly agree	29	–	–	29	–
Agree	71	–	–	71	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Students enjoy spending time together during school activities.^o (<i>In-School Only</i>)					
Strongly agree	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.60, 62-64: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Students get along well with one another.

Notes: Cells are empty if there are less than 5 respondents.

^o*Item not included in the scale.*

Table A8.11

Student Peer Relationships Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students enjoy interacting with each other during class activities.^Ø (<i>Remote Only</i>)					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.61: Students enjoy interacting with each other during class activities.

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

Antibullying Climate

Table A8.12
Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
<i>Average reporting “Strongly agree”</i>	40	–	–	40	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	29	–	–	29	–
Agree	71	–	–	71	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	29	–	–	29	–
Agree	43	–	–	43	–
Disagree	29	–	–	29	–
Strongly disagree	0	–	–	0	–
Students tell teachers when other students are being bullied.					
Strongly agree	43	–	–	43	–
Agree	29	–	–	29	–
Disagree	29	–	–	29	–
Strongly disagree	0	–	–	0	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	71	–	–	71	–
Agree	29	–	–	29	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.48-51: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.

Note: Cells are empty if there are less than 5 respondents.

Table A8.12***Antibullying Climate Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	29	–	–	29	–
Agree	57	–	–	57	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–

Question A.52: Students try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 5 respondents.

Truancy

Table A8.13***Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	43	–	–	43	–
Mild problem	43	–	–	43	–
Moderate problem	0	–	–	0	–
Severe problem	14	–	–	14	–

Question A.92: For students enrolled in this school, how much of a problem is cutting classes or being truant?

Note: Cells are empty if there are less than 5 respondents.

9. Student Health Risks and Prevention

Mental Health

Table A9.1

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	–	–	14	–
Agree	71	–	–	71	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–

Question A.67: Students feel hopeful about the future.

Note: Cells are empty if there are less than 5 respondents.

Table A9.2

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	0	–	–	0	–
Mild problem	29	–	–	29	–
Moderate problem	71	–	–	71	–
Severe problem	0	–	–	0	–

Question A.90: For students enrolled in this school, how much of a problem is student depression or other mental health problems?

Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A9.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	17	–	–	17	–
Mild problem	83	–	–	83	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.86: For students enrolled in this school, how much of a problem is harassment or bullying among students?

Note: Cells are empty if there are less than 5 respondents.

Table A9.4

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	71	–	–	71	–
Mild problem	29	–	–	29	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.87: For students enrolled in this school, how much of a problem is physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A9.5

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	71	–	–	71	–
Mild problem	29	–	–	29	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

Table A9.6

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	86	–	–	86	–
Mild problem	14	–	–	14	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.96: For students enrolled in this school, how much of a problem is theft?

Note: Cells are empty if there are less than 5 respondents.

Table A9.7

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	100	–	–	100	–
Mild problem	0	–	–	0	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?

Note: Cells are empty if there are less than 5 respondents.

Table A9.8***Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	100	–	–	100	–
Mild problem	0	–	–	0	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.94: For students enrolled in this school, how much of a problem is weapons possession?

Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A9.9***Student Alcohol and Drug Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	0	–	–	0	–
Mild problem	57	–	–	57	–
Moderate problem	43	–	–	43	–
Severe problem	0	–	–	0	–

Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A9.10***Student Tobacco Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	0	–	–	0	–
Mild problem	86	–	–	86	–
Moderate problem	14	–	–	14	–
Severe problem	0	–	–	0	–

Question A.84: For students enrolled in this school, how much of a problem is student tobacco use?

Note: Cells are empty if there are less than 5 respondents.

Table A9.11
Student Vaping or Electronic Cigarette Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	0	–	–	0	–
Mild problem	57	–	–	57	–
Moderate problem	43	–	–	43	–
Severe problem	0	–	–	0	–

Question A.85: For students enrolled in this school, how much of a problem is student vaping or e-cigarette use?

Note: Cells are empty if there are less than 5 respondents.

Substance Use Prevention Policies

Table A9.12
School Bans Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
No	29	–	–	29	–
Yes	71	–	–	71	–
Don't know	0	–	–	0	–

Question A.104: 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 5 respondents.

10. Discipline and Counseling

Table A10.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	0	–	–	0	–
The rules at this school are too strict.					
Strongly agree	0	–	–	0	–
Agree	0	–	–	0	–
Disagree	71	–	–	71	–
Strongly disagree	29	–	–	29	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	0	–	–	0	–
Agree	0	–	–	0	–
Disagree	71	–	–	71	–
Strongly disagree	29	–	–	29	–
Students get in trouble for breaking small rules.					
Strongly agree	0	–	–	0	–
Agree	0	–	–	0	–
Disagree	71	–	–	71	–
Strongly disagree	29	–	–	29	–
Teachers are very strict here.					
Strongly agree	0	–	–	0	–
Agree	0	–	–	0	–
Disagree	86	–	–	86	–
Strongly disagree	14	–	–	14	–

Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 5 respondents.

Table A10.2

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	63	–	–	63	–
Agree	25	–	–	25	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–

Question A.12: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

11. Professional Development Needs

Table A11.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
<i>Instruction and School Environment</i>					
Positive behavioral support and classroom management					
Yes	57	–	–	57	–
No	43	–	–	43	–
Creating a positive school climate					
Yes	43	–	–	43	–
No	57	–	–	57	–
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	29	–	–	29	–
No	71	–	–	71	–
<i>Providing Support Services</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	57	–	–	57	–
No	43	–	–	43	–

Question A.97, 98, 100, 103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... positive behavioral support and classroom management... working with diverse racial, ethnic, or cultural groups... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... creating a positive school climate.

Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	3	–	–	3	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies [†]		–	–		–	B3.1
Enforces zero tolerance policies [†]		–	–		–	B3.1
Has sufficient resources to create a safe campus [†]		–	–		–	B3.2
Seeks to maintain a secure campus [†]		–	–		–	B3.2
Provides harassment or bullying prevention [§]		–	–		–	B3.3
Provides conflict resolution or behavior management instruction [§]		–	–		–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [†]		–	–		–	B4.1
Collaborates well with community organizations to address substance use or other problems [†]		–	–		–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [†]		–	–		–	B4.1
Provides alcohol or drug use prevention instruction [§]		–	–		–	B4.1
Provides tobacco use/vaping prevention instruction [§]		–	–		–	B4.1
Has sufficient resources to address substance use prevention needs [†]		–	–		–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students [†]		–	–		–	B5.1
Provides opportunities for physical education and activity [§]		–	–		–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]		–	–		–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [†]		–	–		–	B6.1
Restorative practices [†]		–	–		–	B6.1
Trauma-informed practices [†]		–	–		–	B6.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Percent responding “Strongly agree.”

[§]Percent responding “A lot.”

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Enforces zero tolerance policies					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.117, 118: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

Note: Cells are empty if there are less than 5 respondents.

Table B3.2***Supports for Safety at School***

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Seeks to maintain a secure campus					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.114, 119: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table B3.3***Behavior Management at School***

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot		–	–		–
Some		–	–		–
Not much		–	–		–
Not at all		–	–		–
Provides conflict resolution or behavior management instruction					
A lot		–	–		–
Some		–	–		–
Not much		–	–		–
Not at all		–	–		–

Question A.130, 131: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.113, 120, 121: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table B4.1***Substance Use Prevention - Continued***

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot		–	–		–
Some		–	–		–
Not much		–	–		–
Not at all		–	–		–
Provides tobacco use/vaping prevention instruction					
A lot		–	–		–
Some		–	–		–
Not much		–	–		–
Not at all		–	–		–
Has sufficient resources to address substance use prevention needs					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.115, 128, 129: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

Note: Cells are empty if there are less than 5 respondents.

Table B4.2***School Enforces Policies Banning Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.116: This school consistently enforces policies banning tobacco use/vaping on school property.

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Provides opportunities for physical education and activity					
A lot		–	–		–
Some		–	–		–
Not much		–	–		–
Not at all		–	–		–

Question A.122, 127: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?

Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot		–	–		–
Some		–	–		–
Not much		–	–		–
Not at all		–	–		–
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Uses restorative practices to help resolve conflicts					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.123, 124, 126: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion?

Note: Cells are empty if there are less than 5 respondents.

Table B6.1***Youth Development and Social-Emotional Supports at School – Continued***

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–
Provides instructional help to build social-emotional competencies					
A lot		–	–		–
Some		–	–		–
Not much		–	–		–
Not at all		–	–		–

Question A.125, 132: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?

Note: Cells are empty if there are less than 5 respondents.

Appendix

2022-23 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Point Arena High	X

Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

2022-23 CSSS Staff Survey Data Status

Eligible Non-Traditional Schools^A

Data
Received

South Coast Continuation

Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list. ^ANon-traditional schools include continuation, community day, and other alternative school types.