CALIFORNIA HEALTHY KIDS SURVEY

CALIFORNIA CalSCHLS SURVEY SYSTEM

Bella Vista High
Secondary
2024-2025
Main Report

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PREFACE

This report provides the detailed results for each question from the 2024-25 *California Healthy Kids Survey* (CHKS) for schools within this school. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

The CalSCHLS technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. The Appendix 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 the Appendix, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

- student grades, truancy, boredom at school, attendance, academic motivation, and school connectedness, as indicators of engagement;

- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;

- perceived school safety, bullying, and victimization; and

- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

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

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

Behavioral Health Module (Supplementary)

The Behavioral Health Module (BHM) is a multiform survey module that assesses secondary student well-being indicators (i.e., social isolation, body image and disordered eating, responses to trauma, stress-associated health conditions, and precursors to and consequences of substance use) and protective factors (i.e., home adult supports, peer supports, and school mental health supports). This module assesses almost all of the measures that were assessed on the 2022-23 Mental Health Supports Module, Student Trauma Module, and Alcohol and Other Drugs (AOD) Module—which have been discontinued. The BHM assesses more content while minimizing the survey length for individual students by using a multiform instrument. Students are randomly administered one of two BHM survey forms to reduce survey burden and collect representative data on more aspects of behavioral health. Because the BHM is administered to all schools participating in the Biennial State CHKS, statewide comparison data will be available for all BHM results.

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

Summary tables provide key findings (e.g., safety, school connectedness, bullying and harassment, developmental supports) disaggregated by each of the LCAP subgroups (race/ethnic subgroups, socioeconomically disadvantaged students, English learners and long-term English learners, students with disabilities, students in foster care, and unhoused youth). Results are also disaggregated by gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by these and other factors (i.e., students who report different levels of caring relations with adults at school).

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may also purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at not only the district level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, sexual orientation, gender identity, and many other characteristics (LCAP subgroups, chronic sadness, caring relationships); and
- examine data trends over time overall and by different demographic groups.

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The **California Center for School Climate** (ccsc.wested.org) website houses school climate resources and guides, and archived virtual events.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **Elementary CHKS Results**. Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

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

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Request Additional Reports and Data

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

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

In addition to this school-level report with all the survey results, three additional reports are available:

- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#slcr)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (calschls.org/reports-data/#slcr)
- A **School Boredom Report** that describes how much students value school and how bored they feel at school (calschls.org/reports-data/#slcr)

Disaggregated Reports

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

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (calschls.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5460) 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				✓	

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	480	462
Final number	403	365
Response Rate	84%	79%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 11
In-school learning only	399	365
Remote learning only	4	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness[†]	52	54	A6.4
School connectedness[†ψ] *(Remote Only)*			A6.4
Academic motivation[†]	60	58	A6.4
School is really boring[±]	45	47	A6.11
School is worthless and a waste of time[±]	12	13	A6.11
Current absenteeism (≥3 times)[¶]	18	21	A6.2
Trouble focusing on schoolwork[σ]	42	44	A6.10
Caring adult relationships[‡]	60	66	A6.4
High expectations[‡]	72	74	A6.4
Meaningful participation[‡]	24	26	A6.4
Facilities upkeep[σ]	31	31	A6.15
Promotion of parental involvement in school[†]	39	43	A6.4
School Safety and Cyberbullying			
School perceived as very safe or safe	54	60	A8.1
Experienced any harassment or bullying[§]	35	28	A8.2
Had mean rumors or lies spread about you[§]	38	34	A8.3
Been afraid of being beaten up[§]	21	15	A8.3
Been in a physical fight[§]	7	5	A8.4
Seen a weapon on campus[§]	8	8	A8.6
Cyberbullying[§]	28	20	A8.3

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

[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

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

[±]*Rating of 7 or higher.*

[¶]*Past 30 days.*

[σ]*Percent of respondents reporting "Agree" or "Strongly agree."*

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

[§]*Past 12 months.*

Table A2.2

Key Indicators of Substance Use, Health Routines, and Remote Schooling

	Grade 9 %	Grade 11 %	Table
Substance Use			
Current alcohol or drug use¶	4	8	A9.5
Current tobacco use¶	4	5	A10.8
Current marijuana use¶	2	5	A9.5
Current binge drinking¶	1	2	A9.5
Very drunk or "high" 7 or more times, ever	2	7	A9.7
Been drunk or "high" on drugs at school, ever	3	6	A9.9
Current cigarette smoking¶	0	1	A10.5
Current use of vape products¶	5	6	A10.6
Current tobacco vaping¶	4	4	A10.6
Current marijuana vaping¶	2	4	A10.6
Health Routines			
Eating of breakfast$^|$	63	58	A4.1
Bedtime (at 12 am or later)	22	24	A4.2
Remote Schooling			
Remote learning frequency (5 days per week)$^{¶\delta}$			A5.1
Synchronous instruction (4 days or more)$^{|\delta}$			A5.1
Interest in schoolwork done from home$^{\sigma\delta}$			A5.3
Meaningful opportunities$^{\theta\delta}$			A5.2

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

¶*Past 30 days.*

$^|$*Today.*

$^\delta$*Remote only.*

$^|$*Past 7 days.*

$^\sigma$*Percent of respondents reporting "Agree" or "Strongly agree."*

$^\theta$*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A2.3

Key Indicators of Student Well-Being

	Grade 9 %	Grade 11 %	Table
Social and Emotional Health			
Social emotional distress‡	29	30	A7.5
Experienced chronic sadness/hopelessness§	32	29	A7.1
Considered suicide§	13	13	A7.2
Optimism‡	46	46	A7.3
Life satisfaction∓	63	65	A7.4
	Grade 9	Grade 11	
California Student Wellness Indexᵟ	100.8	100.9	NP

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

§*Past 12 months.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

ᵟ*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

NP-Not presented in an individual table.

3. Demographics

Table A3.1
School Schedule, Past 30 Days

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

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

Table A3.2
Gender of Sample

	Grade 9 %	Grade 11 %
Male	46	49
Female	51	48
Nonbinary	1	1
Something else	1	1

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

Table A3.3
Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	92	91
Yes, I am transgender	2	3
I am not sure if I am transgender	2	2
Decline to respond	4	4

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

Table A3.4
Sexual Orientation

	Grade 9 %	Grade 11 %
Heterosexual (straight)	81	74
Lesbian or Gay	2	2
Bisexual	6	9
Something else	3	4
Not sure	3	3
Decline to respond	4	8

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

Table A3.5
Race or Ethnicity

	Grade 9 %	Grade 11 %
American Indian or Alaska Native, non-Hispanic	0	0
Asian or Asian American, non-Hispanic	5	7
Black or African American, non-Hispanic	1	1
Hispanic or Latino/a	24	21
Native Hawaiian or Pacific Islander, non-Hispanic	0	1
White, non-Hispanic	51	53
Multiracial, non-Hispanic	15	13
Something else, non-Hispanic	3	3

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

Table A3.6

Living Arrangements and Housing Status

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	95	97
Other relative's home	1	0
A home with more than one family	2	1
Friend's home	0	1
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	2	2

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

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

Table A3.7

Living Situation

	Grade 9 %	Grade 11 %
Home with one or more parent or guardian	95	97
Foster home	0	0
Homeless	0	1
Other living arrangement	5	3

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

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

Category "Homeless" includes "Friend's home," "Hotel or motel," and "Shelter, car, campground, or other transitional or temporary housing."

Category "Other living arrangement" includes "Other relative's home," "A home with more than one family," and "Other living arrangement."

Table A3.8
Parental Education

	Grade 9 %	Grade 11 %
Did not finish high school	4	5
Graduated from high school	12	9
Attended college but did not complete four-year degree	9	14
Graduated from college	63	63
Don't know	12	9

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

Table A3.9
Special Education Services

	Grade 9 %	Grade 11 %
No	82	87
Yes	8	7
Don't know	9	5
Prefer not to say	1	1

Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?
Note: Cells are empty if there are less than 10 respondents.

Table A3.10
English Learner Program Designation

	Grade 9 %	Grade 11 %
No	86	89
Yes	5	3
Don't know	9	7

Question HS/MS A.13: Are you in the English Learner Program at school?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status

	Grade 9 %	Grade 11 %
Not currently in English Learner Program	95	97
Less than 7 years (EL)	4	3
7 years or more (LTEL)	1	1

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

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

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

Table A3.12

Language Spoken at Home

	Grade 9 %	Grade 11 %
English	82	84
Spanish	6	5
Mandarin	0	0
Cantonese	0	0
Taiwanese	0	0
Tagalog	0	0
Vietnamese	0	0
Korean	0	1
Arabic	1	1
Other	9	9

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

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

Table A3.13

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

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	69	84
Well	29	14
Not well	1	2
Not at all	1	0
speak English?		
Very well	49	71
Well	43	20
Not well	7	9
Not at all	1	0
read English?		
Very well	64	72
Well	29	26
Not well	6	2
Not at all	1	0
write English?		
Very well	53	74
Well	40	21
Not well	7	5
Not at all	0	0
English Language Proficiency Status		
Proficient	50	74
Not proficient	50	26

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.14

Number of Days Attending Afterschool Program

	Grade 9 %	Grade 11 %
I do not attend my school's afterschool program	81	79
1 day	1	3
2 days	2	4
3 days	2	2
4 days	1	2
5 days	13	10

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.15

Military Connections

	Grade 9 %	Grade 11 %
No	96	96
Yes	2	2
Don't know	2	1

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

4. Health Routines

Table A4.1

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	37	42
Yes	63	58

Question HS/MS A.17: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Bedtime

	Grade 9 %	Grade 11 %
Before 7:00 pm	0	1
7:00-7:59 pm	1	1
8:00-8:59 pm	3	2
9:00-9:59 pm	16	12
10:00-10:59 pm	36	35
11:00-11:59 pm	22	25
12:00-12:59 am	14	15
After 1:00 am	9	9
Bedtime at 12 am or later	22	24

Question HS/MS A.16: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

5. Remote Schooling

Results in this section are applicable to students who indicated that they attend school remotely. Responses from students attending school in-person are not included.

Table A5.1
Remote Schooling Schedule and Instructional Time **(Remote Only)**

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

Question HS/MS A.20-22: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?.. On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?
Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Interesting Activities Provided for Student in Remote Schooling (Remote Only)

	Grade 9 %	Grade 11 %
Not at all true		
A little true		
Pretty much true		
Very much true		

Question HS/MS A.49: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

	Grade 9 %	Grade 11 %
Strongly disagree		
Disagree		
Neither disagree nor agree		
Agree		
Strongly agree		

Question HS/MS A.40: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1
Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	33	22
A's and B's	31	37
Mostly B's	6	10
B's and C's	16	18
Mostly C's	3	5
C's and D's	6	4
Mostly D's	3	1
Mostly F's	3	2

Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2
Absences, Past 30 Days

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	44	39
1 day	22	21
2 days	16	19
3 or more days	18	21

Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

Reasons for Absence, Past 30 Days

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	38	33
Illness (feeling physically sick), including problems with breathing or your teeth	48	55
Were being bullied or mistreated at school	2	2
Felt very sad, hopeless, anxious, stressed, or angry	8	13
Didn't get enough sleep	10	14
Didn't feel safe at school or going to and from school	2	1
Had to take care of or help a family member or friend	4	6
Wanted to spend time with friends	0	1
Used alcohol or drugs	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	4	8
Were bored or uninterested in school	5	7
Had no transportation to school	3	2
Other reason	19	13

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

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

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

Table A6.4

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

	Grade 9 %	Grade 11 %	Table
Total school supports	52	56	
Caring relationships-adults in school‡	60	66	A6.5
High expectations-adults in school‡	72	74	A6.6
Meaningful participation at school‡	24	26	A6.7
School connectedness†	52	54	A6.8
School connectedness†ψ *(Remote Only)*			A6.8
Academic motivation†	60	58	A6.9
Promotion of parental involvement in school†	39	43	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."

ψThe scale was based on four questions for remote respondents.

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

Table A6.5
Caring Relationships Scale Questions

	Grade 9 %	Grade 11 %
Caring relationships-adults in school		
Average reporting "Pretty much true" or "Very much true"	60	66
There is a teacher or some other adult from my school...		
who really cares about me.		
Not at all true	10	5
A little true	32	28
Pretty much true	35	41
Very much true	23	27
who notices when I'm not there.		
Not at all true	14	10
A little true	32	31
Pretty much true	35	35
Very much true	19	24
who listens to me when I have something to say.		
Not at all true	8	8
A little true	24	21
Pretty much true	39	41
Very much true	28	30

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

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

Table A6.6
High Expectations Scale Questions

	Grade 9 %	Grade 11 %
High expectations-adults in school		
Average reporting "Pretty much true" or "Very much true"	72	74
There is a teacher or some other adult from my school...		
who tells me when I do a good job.		
Not at all true	9	8
A little true	22	22
Pretty much true	41	39
Very much true	28	32
who always wants me to do my best.		
Not at all true	6	4
A little true	16	15
Pretty much true	42	41
Very much true	36	39
who believes that I will be a success.		
Not at all true	11	7
A little true	20	23
Pretty much true	35	38
Very much true	34	33

Question HS/MS A.48, 51, 54: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table A6.7
Meaningful Participation Scale Questions

	Grade 9 %	Grade 11 %
Meaningful participation at school		
Average reporting "Pretty much true" or "Very much true"	24	26
At school/When I participate in school,...		
I do interesting activities.		
Not at all true	17	14
A little true	30	32
Pretty much true	36	33
Very much true	18	20
I help decide things like class activities or rules.		
Not at all true	52	50
A little true	31	30
Pretty much true	12	15
Very much true	5	5
I do things that make a difference.		
Not at all true	34	36
A little true	44	39
Pretty much true	15	18
Very much true	7	7
I have a say in how things work.		
Not at all true	48	48
A little true	34	33
Pretty much true	13	14
Very much true	5	6
I help decide school activities or rules.		
Not at all true	72	66
A little true	19	22
Pretty much true	5	7
Very much true	3	5

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

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

Table A6.8
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
School connectedness		
Average reporting "Agree" or "Strongly agree"	52	54
School connectedness$^{\psi}$ *(Remote Only)*		
Average reporting "Agree" or "Strongly agree"		
I feel close to people at/from this school.		
Strongly disagree	4	6
Disagree	7	7
Neither disagree nor agree	28	25
Agree	43	44
Strongly agree	18	19
I am happy with/to be at this school.		
Strongly disagree	5	9
Disagree	13	12
Neither disagree nor agree	32	34
Agree	41	36
Strongly agree	10	9
I feel like I am part of this school.		
Strongly disagree	4	9
Disagree	14	10
Neither disagree nor agree	40	35
Agree	34	39
Strongly agree	8	7

Question HS/MS A.27-34: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 9 %	Grade 11 %
The teachers at this school treat students fairly/The teachers treat students fairly.		
Strongly disagree	4	4
Disagree	9	8
Neither disagree nor agree	27	29
Agree	49	49
Strongly agree	11	9
I feel safe in my school.		
Strongly disagree	5	3
Disagree	9	10
Neither disagree nor agree	38	29
Agree	40	50
Strongly agree	7	8

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

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

Table A6.9
Academic Motivation Scale Questions

	Grade 9 %	Grade 11 %
Academic motivation		
Average reporting "Agree" or "Strongly agree"	60	58
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	1	1
Disagree	4	5
Neither disagree nor agree	16	20
Agree	47	49
Strongly agree	32	24
I try hard on my schoolwork because I am interested in it.		
Strongly disagree	7	9
Disagree	20	23
Neither disagree nor agree	37	32
Agree	25	26
Strongly agree	10	10
I work hard to try to understand new things when doing my schoolwork.		
Strongly disagree	2	4
Disagree	9	10
Neither disagree nor agree	31	30
Agree	41	41
Strongly agree	17	15
I am always trying to do better in my schoolwork.		
Strongly disagree	2	2
Disagree	4	6
Neither disagree nor agree	25	25
Agree	45	47
Strongly agree	24	20

Question HS/MS A.41-44: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 10 respondents.

Table A6.10
Maintaining Focus on Schoolwork

	Grade 9 %	Grade 11 %
It is hard for me to stay focused when doing my schoolwork.		
Strongly disagree	6	4
Disagree	23	24
Neither disagree nor agree	28	27
Agree	26	27
Strongly agree	16	17

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

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

Table A6.11
School Boredom and Value of School

	Grade 9 %	Grade 11 %
School boredom		
Low (0-3)	16	16
Moderate (4-6)	39	37
High (7-10)	45	47
Value of school		
High (0-3)	64	54
Moderate (4-6)	24	32
Low (7-10)	12	13

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree).

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

Table A6.12
School Boredom Profile Groups

Value of School	School Boredom	Grade 9 %	Grade 11 %
High Value	Low Boredom	15	14
	Moderate Boredom	29	25
	High Boredom	20	15
Moderate Value	Moderate Boredom	8	11
	High Boredom	16	20
Low Value	High Boredom	10	12

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree)

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

Students are classified as high on value of school if they selected 0, 1, 2, or 3, moderate if they selected 4, 5, or 6, and low if they selected 7, 8, 9, or 10.

Students are classified as high on school boredom if they selected 7, 8, 9, or 10, moderate if they selected 4, 5, or 6, and low if they selected 0, 1, 2, or 3.

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 9 %	Grade 11 %
Promotion of parental involvement in school		
Average reporting "Agree" or "Strongly agree"	39	43
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	4	4
Disagree	12	13
Neither disagree nor agree	38	35
Agree	39	44
Strongly agree	8	4
Parents feel welcome to participate at this school.		
Strongly disagree	2	3
Disagree	8	6
Neither disagree nor agree	53	48
Agree	31	39
Strongly agree	7	3
School staff take parent concerns seriously.		
Strongly disagree	5	6
Disagree	11	14
Neither disagree nor agree	51	42
Agree	28	35
Strongly agree	6	4

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

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

Table A6.14
Checking Student Well-Being

	Grade 9 %	Grade 11 %
A teacher or some other adult from my school checks on how I am feeling.		
Not at all true	24	21
A little true	30	28
Pretty much true	27	31
Very much true	19	20

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

Table A6.15
Quality of School Physical Environment

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	6	9
Disagree	23	22
Neither disagree nor agree	40	38
Agree	28	28
Strongly agree	3	3

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	68	71
Yes	32	29

Question HS A.153/MS A.146: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

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

Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3
Optimism Scale Questions

	Grade 9 %	Grade 11 %
Optimism		
Average reporting "Pretty much true" or "Very much true"	46	46
Each day I look forward to having a lot of fun.		
Not at all true	24	21
A little true	34	37
Pretty much true	31	29
Very much true	11	13
I usually expect to have a good day.		
Not at all true	20	21
A little true	33	34
Pretty much true	35	33
Very much true	12	12
Overall, I expect more good things to happen to me than bad things.		
Not at all true	18	22
A little true	32	29
Pretty much true	32	31
Very much true	18	18

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 9 %	Grade 11 %
Life satisfaction		
Average reporting "Satisfied" or "Very satisfied"	63	65
I would describe my satisfaction with...		
my family life as...		
Very dissatisfied	4	4
Dissatisfied	4	5
A little dissatisfied	7	8
A little satisfied	13	11
Satisfied	36	40
Very satisfied	36	32
my friendships as...		
Very dissatisfied	3	2
Dissatisfied	3	1
A little dissatisfied	7	7
A little satisfied	16	15
Satisfied	39	41
Very satisfied	32	34
my school experience as...		
Very dissatisfied	7	8
Dissatisfied	9	9
A little dissatisfied	16	17
A little satisfied	28	28
Satisfied	32	29
Very satisfied	8	9

Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...
Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 9 %	Grade 11 %
I would describe my satisfaction with...		
myself as...		
Very dissatisfied	9	5
Dissatisfied	7	8
A little dissatisfied	12	13
A little satisfied	21	18
Satisfied	29	37
Very satisfied	21	19
where I live as...		
Very dissatisfied	2	2
Dissatisfied	2	2
A little dissatisfied	5	6
A little satisfied	11	10
Satisfied	35	42
Very satisfied	44	38

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

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

Table A7.5
Social Emotional Distress Scale Questions

	Grade 9 %	Grade 11 %
Social emotional distress		
Average reporting "Pretty much true" or "Very much true"	29	30
I had a hard time relaxing.		
Not at all true	34	33
A little true	39	31
Pretty much true	20	22
Very much true	8	15
I felt sad and down.		
Not at all true	38	38
A little true	31	32
Pretty much true	18	18
Very much true	14	12
I was easily irritated.		
Not at all true	28	29
A little true	29	28
Pretty much true	22	22
Very much true	21	21
It was hard for me to cope and I thought I would panic.		
Not at all true	56	61
A little true	24	19
Pretty much true	13	10
Very much true	8	10
It was hard for me to get excited about anything.		
Not at all true	55	57
A little true	24	23
Pretty much true	13	11
Very much true	8	8

Question HS A.155-159/MS A.148-152: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1
Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	9	11
Safe	45	49
Neither safe nor unsafe	37	31
Unsafe	7	6
Very unsafe	2	3

Question HS A.117/MS A.110: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2
Reasons for Harassment, Past 12 Months

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	85	89
1 time	5	4
2 or more times	10	7
Religion		
0 times	93	95
1 time	3	3
2 or more times	4	3
Gender		
0 times	91	92
1 time	2	4
2 or more times	7	4
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times	89	92
1 time	2	4
2 or more times	9	4
A physical or mental disability		
0 times	92	95
1 time	3	2
2 or more times	5	2
Any of the above five reasons	26	21
Any of the above five reasons (2 or more times)	19	15

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

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

Table A8.2

Reasons for Harassment, Past 12 Months – Continued

	Grade 9 %	Grade 11 %
You are an immigrant or someone thought you were		
0 times	94	95
1 time	2	2
2 or more times	5	3
Any other reason		
0 times	77	85
1 time	7	6
2 or more times	16	9
Any harassment	35	28

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

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

Table A8.3
School Violence Victimization Scale Questions

	Grade 9 %	Grade 11 %
School violence victimization		
Average reporting "1 or more times"	29	22
During the past 12 months, how many times on school property have you...		
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?		
0 times	77	85
1 time	11	9
2 to 3 times	6	2
4 or more times	5	4
been afraid of being beaten up?		
0 times	79	85
1 time	10	8
2 to 3 times	4	3
4 or more times	7	4
During the past 12 months, how many times have you...		
had mean rumors or lies spread about you?		
0 times	62	66
1 time	17	14
2 to 3 times	10	9
4 or more times	12	11
had sexual jokes, comments, or gestures made to you?		
0 times	67	76
1 time	9	7
2 to 3 times	10	8
4 or more times	15	10

Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3
School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
had your property stolen or deliberately damaged?		
0 times	87	88
1 time	7	7
2 to 3 times	3	3
4 or more times	4	2
been made fun of because of your looks or the way you talk?		
0 times	58	68
1 time	12	12
2 to 3 times	13	10
4 or more times	16	10
been made fun of, insulted, or called names?		
0 times	62	74
1 time	10	8
2 to 3 times	9	8
4 or more times	19	11
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? (Cyberbullying)		
0 times (never)	72	80
1 time	12	9
2 to 3 times	8	6
4 or more times	8	5

Question HS A.123, 124, 132, 135, 136, 151/MS A.116, 117, 125, 128, 129, 144: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? Note: Cells are empty if there are less than 10 respondents.

Table A8.4
School Violence Perpetration Scale Questions

	Grade 9 %	Grade 11 %
School violence perpetration		
Average reporting "1 or more times"	5	5
During the past 12 months, how many times on school property have you...		
been in a physical fight?		
0 times	93	95
1 time	5	3
2 to 3 times	1	1
4 or more times	1	1
been offered, sold, or given an illegal drug?		
0 times	89	88
1 time	5	6
2 to 3 times	2	4
4 or more times	4	2
damaged school property on purpose?		
0 times	97	97
1 time	2	1
2 to 3 times	1	1
4 or more times	1	1
carried a gun?		
0 times	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	1	0
carried any other weapon (such as a knife or club)?		
0 times	97	98
1 time	2	1
2 to 3 times	0	0
4 or more times	1	0

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

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

Table A8.5

Threats and Injuries with Weapons at School, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
been threatened with harm or injury?		
0 times	87	92
1 time	6	4
2 to 3 times	3	4
4 or more times	4	1
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	96	99
1 time	2	1
2 to 3 times	1	1
4 or more times	2	0

Question HS A.129, 131/MS A.122, 124: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
seen someone carrying a gun, knife, or other weapon?		
0 times	92	92
1 time	4	7
2 to 3 times	1	1
4 or more times	2	1

Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime alcohol or drug use	20	27	A9.2
Lifetime marijuana use	7	13	A9.2
Lifetime very drunk or high (7 or more times)	2	7	A9.7
Current alcohol or drug use¶	4	8	A9.5
Current marijuana use¶	2	5	A9.5
Current heavy drug use¶	1	3	A9.5
Current heavy alcohol use (binge drinking)¶	1	2	A9.5
Current alcohol or drug use on school property¶	1	2	A9.8
Harmfulness of occasional marijuana use[B]	38	41	A9.11
Difficulty of obtaining marijuana[C]	7	4	A9.12

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

¶*Past 30 days.*

[B]*Great harm.*

[C]*Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	13	19
Marijuana	7	13
Inhalants	1	3
Cocaine, methamphetamine, or any amphetamines	1	1
Ecstasy, LSD, or other psychedelics	1	3
Prescription pain medication (opioids)	4	3
Cold/cough medicines or other over-the-counter medicines to get "high"	4	3
Any other drug, pill, or medicine to get "high"	2	3
Any of the above AOD use	20	27

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

Table A9.3

Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	87	81
1 time	5	4
2 to 3 times	4	5
4 or more times	5	10
Marijuana (smoke, vape, eat, or drink)		
0 times	93	87
1 time	2	2
2 to 3 times	1	2
4 or more times	4	9
Inhalants		
0 times	99	97
1 time	1	1
2 to 3 times	0	1
4 or more times	0	1
Cocaine, methamphetamine, or any amphetamines		
0 times	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Ecstasy, LSD, or other psychedelics		
0 times	99	97
1 time	0	1
2 to 3 times	0	1
4 or more times	1	0
Prescription pain medication		
0 times	96	97
1 time	1	2
2 to 3 times	1	1
4 or more times	2	1

Question HS A.68-71, 73, 74/MS A.69-71: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

Table A9.3

Lifetime AOD Use – Continued

	Grade 9 %	Grade 11 %
Cold/cough medicines or other over-the-counter medicines to get "high"		
0 times	96	97
1 time	1	0
2 to 3 times	1	1
4 or more times	2	2
Any other drug, pill, or medicine to get "high" or for reasons other than medical		
0 times	98	97
1 time	1	1
2 to 3 times	1	1
4 or more times	1	1

Question HS A.75, 76/MS A.73: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get "high"... Any other drug, pill, or medicine to get "high" or for reasons other than medical.

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

Table A9.4

Methods of Marijuana Consumption

	Grade 9 %	Grade 11 %
During your life, how many times have you used marijuana in any of the following ways...		
Smoke it?		
0 times	95	89
1 time	1	2
2 to 3 times	1	3
4 or more times	3	7
In a vaping device?		
0 times	95	89
1 time	1	1
2 to 3 times	2	1
4 or more times	3	8
Eat or drink it in products made with marijuana?		
0 times	97	92
1 time	2	2
2 to 3 times	0	2
4 or more times	1	4
Ever used marijuana in all three ways	2	7

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

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

Table A9.5

Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	3	4
Binge drinking (5 or more drinks in a row)	1	2
Marijuana (smoke, vape, eat, or drink)	2	5
Inhalants	0	1
Prescription drugs to get "high" or for reasons other than prescribed	0	0
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	0
Any drug use	2	5
Heavy drug use	1	3
Any AOD Use	4	8
Two or more substances at the same time	1	1

Question HS A.86-92/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get "high")?... prescription drugs to get "high" or for reasons other than prescribed?... any other drug, pill, or medicine to get "high" or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	97	96
1 or 2 days	2	3
3 to 9 days	1	1
10 to 19 days	0	0
20 to 30 days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	99	98
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	98	95
1 or 2 days	1	1
3 to 9 days	1	2
10 to 19 days	0	0
20 to 30 days	1	1

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

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

Table A9.7

Lifetime Drunk or "High"

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	96	91
1 to 2 times	2	6
3 to 6 times	1	2
7 or more times	0	1
"High" (loaded, stoned, or wasted) from using drugs		
0 times	95	89
1 to 2 times	2	3
3 to 6 times	1	2
7 or more times	2	6
Very drunk or "high" 7 or more times	2	7

Question HS A.77, 78/MS A.74, 75: During your life, how many times have you been... very drunk or sick after drinking alcohol?... "high" (loaded, stoned, or wasted) from using drugs?

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

Table A9.8

Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol		
0 days	100	99
1 to 2 days	0	1
3 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	99	99
1 to 2 days	0	1
3 or more days	1	1
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	1	2

Question HS A.96-98/MS A.91-93: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get "high" or for reasons other than medical?
Note: Cells are empty if there are less than 10 respondents.

Table A9.9

Lifetime Drunk or "High" on School Property

	Grade 9 %	Grade 11 %
0 times	97	94
1 to 2 times	1	2
3 to 6 times	1	1
7 or more times	1	3

Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 10 respondents.

Table A9.10
Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	96	93
0 times	2	6
1 time	1	1
2 to 3 times	1	0
4 or more times	0	0
Marijuana		
Does not apply, don't use	96	91
0 times	1	4
1 time	2	3
2 to 3 times	1	2
4 or more times	0	0

Question HS A.68, 69, 114, 115: During your life, how many times have you used the following?... One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... 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.

Table A9.11
Perceived Harm of AOD Use

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great	28	34
Moderate	25	27
Slight	30	22
None	17	18
Alcohol - 5 or more drinks once or twice a week		
Great	55	63
Moderate	25	18
Slight	7	7
None	13	13
Marijuana - use occasionally		
Great	38	41
Moderate	31	25
Slight	16	18
None	15	16
Marijuana - use daily		
Great	67	69
Moderate	16	15
Slight	6	5
None	11	12

Question HS A.104-107/MS A.99-102: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily. Note: Cells are empty if there are less than 10 respondents.

Table A9.12

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

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	7	5
Fairly difficult	7	7
Fairly easy	21	23
Very easy	23	28
Don't know	42	37
Marijuana		
Very difficult	7	4
Fairly difficult	7	5
Fairly easy	16	21
Very easy	23	31
Don't know	46	39
Prescription drugs to get "high" or for reasons other than prescribed		
Very difficult	8	9
Fairly difficult	8	12
Fairly easy	17	18
Very easy	15	14
Don't know	51	47

Question HS A.110-112/MS A.105-107: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get "high" or for reasons other than prescribed.

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

10. Use of Tobacco and Vaping Devices

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	3	5	A10.2
Current cigarette smoking¶	0	1	A10.5
Current cigarette smoking at school¶	0	0	A10.9
Ever tried smokeless tobacco	3	5	A10.2
Current smokeless tobacco use¶	1	1	A10.5
Current smokeless tobacco use at school¶	0	0	A10.9
Ever used vape products	10	13	A10.2
Current use of vape products¶	5	6	A10.5
Current tobacco vaping¶	4	4	A10.6
Current marijuana vaping¶	2	4	A10.6
Current vaping at school¶	3	2	A10.9
Lifetime tobacco use	9	13	A10.2
Current tobacco use ¶	4	5	A10.8
Cessation Attempts			
Tried to quit smoking or vaping tobacco or nicotine	4	6	A10.14
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking[B]	33	44	A10.15
Harmfulness of smoking 1 or more packs/day[B]	72	76	A10.15
Harmfulness of vaping occasionally[B]	39	44	A10.16
Harmfulness of vaping several times a day[B]	79	79	A10.16
Difficulty of obtaining cigarettes[C]	6	7	A10.17
Difficulty of obtaining vape products[C]	4	4	A10.17
Anti-Tobacco Policy			
School bans tobacco use and vaping	68	81	A10.18

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

¶Past 30 days.

[B]Great harm.

[C]Very difficult.

Table A10.2
Lifetime Tobacco Use and Vaping

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	97	95
1 time	2	2
2 to 3 times	1	1
4 or more times	1	2
Smokeless tobacco		
0 times	97	95
1 time	2	3
2 to 3 times	1	0
4 or more times	0	2
Vape products		
0 times	90	87
1 time	3	3
2 to 3 times	2	1
4 or more times	5	9
Lifetime tobacco use		
No	91	87
Yes	9	13

Question HS A.65-67/MS A.66-68: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)... Vape products.

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

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

Table A10.3

Substances Ever Vaped

	Grade 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 times	92	89
1 time	2	1
2 to 3 times	1	2
4 or more times	5	8
Vaped marijuana or THC		
0 times	95	90
1 time	1	1
2 to 3 times	1	1
4 or more times	3	8
Vaped other product		
0 times	97	97
1 time	1	1
2 to 3 times	0	1
4 or more times	1	1

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

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

Table A10.4

Ever Vaped Multiple Substances

	Grade 9 %	Grade 11 %
Never vaped tobacco/nicotine or marijuana/THC	91	89
Vaped tobacco or nicotine only	4	2
Vaped marijuana or THC only	0	1
Vaped tobacco/nicotine and marijuana/THC	4	9

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

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

Table A10.5

Any Current and Daily Use of Cigarettes, Smokeless Tobacco, and Vape Products

	Grade 9 %	Grade 11 %
Cigarettes		
Any	0	1
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	1	1
Daily (20 or more days)	0	0
Vape products		
Any	5	6
Daily (20 or more days)	2	2

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

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

Table A10.6

Substances Vaped, Past 30 Days

	Grade 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 days	96	96
1 or 2 days	2	1
3 to 9 days	0	1
10 to 19 days	1	1
20 to 30 days	2	1
Vaped marijuana or THC		
0 days	98	96
1 or 2 days	1	1
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	1	1
Vaped other product		
0 days	99	100
1 or 2 days	1	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0

Question HS A.85, 85A-85C/MS A.82, 82A-82C: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?... vaped other product?
Note: Cells are empty if there are less than 10 respondents.

Table A10.7

Vaped Multiple Substances, Past 30 Days

	Grade 9 %	Grade 11 %
Did not vape tobacco/nicotine or marijuana/THC	96	94
Vaped tobacco or nicotine only	2	2
Vaped marijuana or THC only	0	1
Vaped tobacco/nicotine and marijuana/THC	2	2

Question HS A.85, 85A, 85B/MS A.82, 82A, 82B: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?
Note: Cells are empty if there are less than 10 respondents.

Table A10.8
Current Tobacco Use, Past 30 Days

	Grade 9 %	Grade 11 %
No	96	95
Yes	4	5

Question HS A.83-85, 85A/MS A.80-82, 82A: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape products?... During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine.
Notes: Cells are empty if there are less than 10 respondents.
Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.9
Current Cigarette Smoking, Smokeless Tobacco Use, and Vaping on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
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	97	98
1 or 2 days	2	1
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	1	1

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape?
Note: Cells are empty if there are less than 10 respondents.

Table A10.10

Substances Vaped on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 days	98	99
1 or 2 days	1	0
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	1	1
Vaped marijuana or THC		
0 days	99	99
1 or 2 days	0	0
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	0	0
Vaped other product		
0 days	99	100
1 or 2 days	1	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0

Question HS A.95, 95A-95C/MS A.90, 90A-90C: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?... vape other product?
Note: Cells are empty if there are less than 10 respondents.

Table A10.11

Vaped Multiple Substances on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Did not vape tobacco/nicotine or marijuana/THC	98	98
Vaped tobacco or nicotine only	2	1
Vaped marijuana or THC only	0	0
Vaped tobacco/nicotine and marijuana/THC	1	1

Question HS A.95, 95A, 95B/MS A.90, 90A, 90B: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?
Note: Cells are empty if there are less than 10 respondents.

Table A10.12

Current Tobacco Use on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
No	98	98
Yes	2	2

Question HS A.93-95, 95A/MS A.88-90, 90A: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape?... During the past 30 days, on how many days on school property did you... Vape tobacco or nicotine.

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

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

Table A10.13

Secondhand Smoke on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes		
0 days	93	96
1 day	2	1
2 days	1	0
3-9 days	2	1
10-19 days	1	0
20-30 days	1	1

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

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

Table A10.14

Cigarette Smoking and Vaping Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	95	92
0 times	1	2
1 time	2	3
2 to 3 times	2	2
4 or more times	1	1

Question HS A.65, 67, 113: 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.

Table A10.15

Perceived Harm of Cigarette Smoking

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great	33	44
Moderate	34	30
Slight	21	15
None	13	12
Smoke 1 or more packs of cigarettes each day		
Great	72	76
Moderate	14	10
Slight	3	2
None	12	12

Question HS A.100, 101/MS A.95, 96: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.
Note: Cells are empty if there are less than 10 respondents.

Table A10.16

Perceived Harm of Vaping Tobacco or Nicotine

	Grade 9 %	Grade 11 %
Vape tobacco or nicotine occasionally		
Great	39	44
Moderate	37	32
Slight	13	14
None	11	11
Vape tobacco or nicotine several times a day (100 puffs or more)		
Great	79	79
Moderate	8	8
Slight	2	2
None	11	11

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

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

Table A10.17

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult	6	7
Fairly difficult	11	8
Fairly easy	20	23
Very easy	17	20
Don't know	46	42
Vape products		
Very difficult	4	4
Fairly difficult	4	1
Fairly easy	20	19
Very easy	39	45
Don't know	33	31

Question HS A.108, 109/MS A.103, 104: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A10.18

School Bans Tobacco Use and Vaping

	Grade 9 %	Grade 11 %
No	6	5
Yes	68	81
Don't know	27	14

Question HS A.116/MS A.108: Does your school ban tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 10 respondents.

11. Other Health Risks

Table A11.1

Gang Involvement

	Grade 9 %	Grade 11 %
No	96	96
Yes	4	4

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 11 %
School Connectedness†		
American Indian or Alaska Native		
Asian or Asian American	33	70
Black or African American		
Hispanic or Latino/a	53	50
Native Hawaiian or Pacific Islander		
White	55	53
Multiracial	51	57
Something else	42	52
School Connectedness†ψ *(Remote Only)*		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latino/a		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		
Academic Motivation†		
American Indian or Alaska Native		
Asian or Asian American	60	76
Black or African American		
Hispanic or Latino/a	58	53
Native Hawaiian or Pacific Islander		
White	61	57
Multiracial	63	61
Something else	58	62

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

†Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

ψThe scale was based on four questions for remote respondents.

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
School is really boring$^\pm$		
American Indian or Alaska Native		
Asian or Asian American	45	32
Black or African American		
Hispanic or Latino/a	42	54
Native Hawaiian or Pacific Islander		
White	47	48
Multiracial	41	44
Something else	50	20
School is worthless and a waste of time$^\pm$		
American Indian or Alaska Native		
Asian or Asian American	5	8
Black or African American		
Hispanic or Latino/a	14	11
Native Hawaiian or Pacific Islander		
White	12	13
Multiracial	14	16
Something else	8	10
Current absenteeism (≥3 times)¶		
American Indian or Alaska Native		
Asian or Asian American	20	20
Black or African American		
Hispanic or Latino/a	25	23
Native Hawaiian or Pacific Islander		
White	14	22
Multiracial	19	17
Something else	8	10

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

$^\pm$*Rating of 7 or higher.*

¶*Past 30 days.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Trouble focusing on schoolwork$^\sigma$		
American Indian or Alaska Native		
Asian or Asian American	35	32
Black or African American		
Hispanic or Latino/a	44	59
Native Hawaiian or Pacific Islander		
White	41	44
Multiracial	45	30
Something else	33	30
Caring adult relationships‡		
American Indian or Alaska Native		
Asian or Asian American	47	61
Black or African American		
Hispanic or Latino/a	54	55
Native Hawaiian or Pacific Islander		
White	63	71
Multiracial	68	66
Something else	39	63
High expectations‡		
American Indian or Alaska Native		
Asian or Asian American	65	84
Black or African American		
Hispanic or Latino/a	67	65
Native Hawaiian or Pacific Islander		
White	76	77
Multiracial	76	70
Something else	47	70

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

$^\sigma$ *Percent of respondents reporting "Agree" or "Strongly agree."*

‡ *Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Meaningful participation‡		
American Indian or Alaska Native		
Asian or Asian American	17	33
Black or African American		
Hispanic or Latino/a	21	17
Native Hawaiian or Pacific Islander		
White	25	27
Multiracial	27	31
Something else	13	34
Facilities upkeep$^\sigma$		
American Indian or Alaska Native		
Asian or Asian American	10	44
Black or African American		
Hispanic or Latino/a	28	27
Native Hawaiian or Pacific Islander		
White	34	34
Multiracial	32	15
Something else	50	60
Promotion of parental involvement in school†		
American Indian or Alaska Native		
Asian or Asian American	23	59
Black or African American		
Hispanic or Latino/a	38	39
Native Hawaiian or Pacific Islander		
White	40	44
Multiracial	47	40
Something else	39	43

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

$^\sigma$Percent of respondents reporting "Agree" or "Strongly agree."

†Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

Table A12.2
School Safety by Race/Ethnicity

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
American Indian or Alaska Native		
Asian or Asian American	47	60
Black or African American		
Hispanic or Latino/a	53	55
Native Hawaiian or Pacific Islander		
White	56	59
Multiracial	50	68
Something else	50	
Experienced harassment due to five reasons[λ][§]		
American Indian or Alaska Native		
Asian or Asian American	37	40
Black or African American		
Hispanic or Latino/a	25	24
Native Hawaiian or Pacific Islander		
White	18	18
Multiracial	47	23
Something else	42	
Experienced any harassment or bullying[§]		
American Indian or Alaska Native		
Asian or Asian American	42	44
Black or African American		
Hispanic or Latino/a	35	31
Native Hawaiian or Pacific Islander		
White	29	22
Multiracial	51	37
Something else	50	

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

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

[§]*Past 12 months.*

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

	Grade 9 %	Grade 11 %
Had mean rumors or lies spread about you§		
American Indian or Alaska Native		
Asian or Asian American	32	24
Black or African American		
Hispanic or Latino/a	45	38
Native Hawaiian or Pacific Islander		
White	33	34
Multiracial	45	39
Something else	42	
Been afraid of being beaten up§		
American Indian or Alaska Native		
Asian or Asian American	11	8
Black or African American		
Hispanic or Latino/a	24	11
Native Hawaiian or Pacific Islander		
White	19	17
Multiracial	23	14
Something else	17	
Been in a physical fight§		
American Indian or Alaska Native		
Asian or Asian American	11	0
Black or African American		
Hispanic or Latino/a	9	7
Native Hawaiian or Pacific Islander		
White	7	2
Multiracial	4	11
Something else	9	

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

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Seen a weapon on campus§		
American Indian or Alaska Native		
Asian or Asian American	0	8
Black or African American		
Hispanic or Latino/a	8	11
Native Hawaiian or Pacific Islander		
White	8	8
Multiracial	9	5
Something else	0	

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

Table A12.3

Cyberbullying by Race/Ethnicity

	Grade 9 %	Grade 11 %
Cyberbullying§		
American Indian or Alaska Native		
Asian or Asian American	11	16
Black or African American		
Hispanic or Latino/a	33	27
Native Hawaiian or Pacific Islander		
White	26	19
Multiracial	33	19
Something else	33	

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

Table A12.4

Substance Use by Race/Ethnicity

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
American Indian or Alaska Native		
Asian or Asian American	0	4
Black or African American		
Hispanic or Latino/a	4	14
Native Hawaiian or Pacific Islander		
White	2	7
Multiracial	11	7
Something else	0	
Current tobacco use¶		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	5	7
Native Hawaiian or Pacific Islander		
White	3	3
Multiracial	7	9
Something else	17	
Current marijuana use¶		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	3	10
Native Hawaiian or Pacific Islander		
White	1	3
Multiracial	4	7
Something else	0	

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Current binge drinking¶		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	1	3
Native Hawaiian or Pacific Islander		
White	1	2
Multiracial	0	2
Something else	0	
Very drunk or "high" 7 or more times, ever		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	2	11
Native Hawaiian or Pacific Islander		
White	2	6
Multiracial	0	7
Something else	8	
Been drunk or "high" on drugs at school, ever		
American Indian or Alaska Native		
Asian or Asian American	5	0
Black or African American		
Hispanic or Latino/a	3	12
Native Hawaiian or Pacific Islander		
White	2	3
Multiracial	4	4
Something else	0	

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

¶Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Current alcohol use¶		
American Indian or Alaska Native		
Asian or Asian American	0	4
Black or African American		
Hispanic or Latino/a	3	8
Native Hawaiian or Pacific Islander		
White	2	4
Multiracial	7	2
Something else	0	
Current alcohol use at school¶		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	0	1
Native Hawaiian or Pacific Islander		
White	0	1
Multiracial	0	0
Something else	0	
Current cigarette smoking¶		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	0	0
Native Hawaiian or Pacific Islander		
White	0	1
Multiracial	0	2
Something else	0	

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

¶Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Current use of vape products¶		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	8	10
Native Hawaiian or Pacific Islander		
White	3	4
Multiracial	9	7
Something else	8	
Current tobacco vaping¶		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	5	7
Native Hawaiian or Pacific Islander		
White	3	3
Multiracial	7	7
Something else	8	
Current marijuana vaping¶		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	4	10
Native Hawaiian or Pacific Islander		
White	1	2
Multiracial	2	2
Something else	0	

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

¶Past 30 days.

Table A12.5
Health Routines by Race/Ethnicity

	Grade 9 %	Grade 11 %
Eating of breakfast[|]		
American Indian or Alaska Native		
Asian or Asian American	60	52
Black or African American		
Hispanic or Latino/a	65	55
Native Hawaiian or Pacific Islander		
White	63	59
Multiracial	66	61
Something else	42	60
Bedtime (at 12 am or later)		
American Indian or Alaska Native		
Asian or Asian American	30	32
Black or African American		
Hispanic or Latino/a	27	28
Native Hawaiian or Pacific Islander		
White	16	22
Multiracial	29	17
Something else	33	30

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

Table A12.6

Remote Schooling by Race/Ethnicity *(Remote Only)*

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)¶		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latino/a		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		
Synchronous instruction (4 days or more)‖		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latino/a		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		
Interest in schoolwork done from home$^\sigma$		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latino/a		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		

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

¶*Past 30 days.*

‖*Past 7 days.*

$^\sigma$*Percent of respondents reporting "Agree" or "Strongly agree."*

Table A12.6

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

	Grade 9 %	Grade 11 %
Meaningful opportunities$^{\theta}$		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latino/a		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		

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

$^{\theta}$*Percent of respondents reporting "Pretty much true" or "Very much true."*

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

	Grade 9 %	Grade 11 %
Social emotional distress‡		
American Indian or Alaska Native		
Asian or Asian American	26	25
Black or African American		
Hispanic or Latino/a	28	31
Native Hawaiian or Pacific Islander		
White	27	29
Multiracial	37	34
Something else	22	
Experienced chronic sadness/hopelessness§		
American Indian or Alaska Native		
Asian or Asian American	32	40
Black or African American		
Hispanic or Latino/a	30	33
Native Hawaiian or Pacific Islander		
White	28	26
Multiracial	46	37
Something else	50	
Considered suicide§		
American Indian or Alaska Native		
Asian or Asian American	16	20
Black or African American		
Hispanic or Latino/a	11	14
Native Hawaiian or Pacific Islander		
White	11	10
Multiracial	25	21
Something else	8	

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

§Past 12 months.

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

	Grade 9 %	Grade 11 %
Optimism‡		
American Indian or Alaska Native		
Asian or Asian American	33	59
Black or African American		
Hispanic or Latino/a	41	44
Native Hawaiian or Pacific Islander		
White	49	44
Multiracial	50	39
Something else	44	
Life satisfaction⊤		
American Indian or Alaska Native		
Asian or Asian American	60	63
Black or African American		
Hispanic or Latino/a	58	55
Native Hawaiian or Pacific Islander		
White	67	69
Multiracial	56	61
Something else	62	

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

⊤Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.

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

	Grade 9	Grade 11
California Student Wellness Index[ð]		
American Indian or Alaska Native		
Asian or Asian American	99.9	101.9
Black or African American		
Hispanic or Latino/a	100.0	98.3
Native Hawaiian or Pacific Islander		
White	102.8	101.8
Multiracial	96.5	98.9
Something else	102.2	

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

[ð]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Male	55	56
Female	49	53
Nonbinary		
Something else		
School Connectedness[†ψ] *(Remote Only)*		
Male		
Female		
Nonbinary		
Something else		
Academic Motivation[†]		
Male	58	53
Female	63	63
Nonbinary		
Something else		
School is really boring[±]		
Male	49	51
Female	42	41
Nonbinary		
Something else		
School is worthless and a waste of time[±]		
Male	14	16
Female	11	10
Nonbinary		
Something else		

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

[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

[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 9 %	Grade 11 %
Current absenteeism (≥3 times)¶		
Male	12	20
Female	23	22
Nonbinary		
Something else		
Trouble focusing on schoolwork$^\sigma$		
Male	42	38
Female	42	49
Nonbinary		
Something else		
Caring adult relationships‡		
Male	59	62
Female	60	70
Nonbinary		
Something else		
High expectations‡		
Male	70	71
Female	74	77
Nonbinary		
Something else		
Meaningful participation‡		
Male	23	24
Female	24	28
Nonbinary		
Something else		

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

¶Past 30 days.

$^\sigma$Percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

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

	Grade 9 %	Grade 11 %
Facilities upkeep$^\sigma$		
Male	36	25
Female	26	36
Nonbinary		
Something else		
Promotion of parental involvement in school†		
Male	44	45
Female	35	41
Nonbinary		
Something else		

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

$^\sigma$*Percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

Table A13.2
School Safety by Gender

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Male	58	64
Female	51	58
Nonbinary		
Something else		
Experienced harassment due to five reasons[λ][§]		
Male	22	23
Female	28	18
Nonbinary		
Something else		
Experienced any harassment or bullying[§]		
Male	29	28
Female	39	26
Nonbinary		
Something else		
Had mean rumors or lies spread about you[§]		
Male	31	31
Female	42	38
Nonbinary		
Something else		
Been afraid of being beaten up[§]		
Male	16	13
Female	22	15
Nonbinary		
Something else		

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

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

[§]*Past 12 months.*

Table A13.2

School Safety by Gender – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
Male	8	6
Female	6	4
Nonbinary		
Something else		
Seen a weapon on campus[§]		
Male	10	9
Female	5	7
Nonbinary		
Something else		

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

Table A13.3

Cyberbullying by Gender

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Male	22	18
Female	33	22
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 9 %	Grade 11 %
Current alcohol or drug use¶		
Male	3	9
Female	4	6
Nonbinary		
Something else		
Current tobacco use¶		
Male	2	4
Female	6	5
Nonbinary		
Something else		
Current marijuana use¶		
Male	2	5
Female	3	4
Nonbinary		
Something else		
Current binge drinking¶		
Male	1	2
Female	2	1
Nonbinary		
Something else		
Very drunk or "high" 7 or more times, ever		
Male	2	8
Female	2	5
Nonbinary		
Something else		
Been drunk or "high" on drugs at school, ever		
Male	1	6
Female	4	5
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 9 %	Grade 11 %
Current alcohol use¶		
Male	2	6
Female	4	3
Nonbinary		
Something else		
Current alcohol use at school¶		
Male	0	0
Female	1	1
Nonbinary		
Something else		
Current cigarette smoking¶		
Male	1	1
Female	0	0
Nonbinary		
Something else		
Current use of vape products¶		
Male	4	5
Female	6	7
Nonbinary		
Something else		
Current tobacco vaping¶		
Male	2	4
Female	6	5
Nonbinary		
Something else		
Current marijuana vaping¶		
Male	1	3
Female	3	4
Nonbinary		
Something else		

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

¶*Past 30 days.*

Table A13.5
Health Routines by Gender

	Grade 9 %	Grade 11 %
Eating of breakfast[i]		
Male	70	58
Female	56	58
Nonbinary		
Something else		
Bedtime (at 12 am or later)		
Male	24	24
Female	19	21
Nonbinary		
Something else		

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

Table A13.6

Remote Schooling by Gender *(Remote Only)*

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Male		
Female		
Nonbinary		
Something else		
Synchronous instruction (4 days or more)[ǁ]		
Male		
Female		
Nonbinary		
Something else		
Interest in schoolwork done from home$^\sigma$		
Male		
Female		
Nonbinary		
Something else		
Meaningful opportunities$^\theta$		
Male		
Female		
Nonbinary		
Something else		

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*
[ǁ]*Past 7 days.*
$^\sigma$*Percent of respondents reporting "Agree" or "Strongly agree."*
$^\theta$*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Male	21	23
Female	34	34
Nonbinary		
Something else		
Experienced chronic sadness/hopelessness§		
Male	21	26
Female	40	31
Nonbinary		
Something else		
Considered suicide§		
Male	9	12
Female	16	12
Nonbinary		
Something else		
Optimism‡		
Male	52	49
Female	42	43
Nonbinary		
Something else		
Life satisfaction┬		
Male	68	66
Female	59	63
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" across survey questions that comprise the scale.

§Past 12 months.

┬Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.

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

	Grade 9	Grade 11
California Student Wellness Index[ẟ]		
Male	104.6	103.1
Female	98.1	99.3
Nonbinary		
Something else		

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

[ẟ]*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Less than high school	45	44
High school graduate	44	49
Some college	52	48
College degree	56	59
Don't know	44	40
School Connectedness[†ψ] *(Remote Only)*		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
Academic Motivation[†]		
Less than high school	56	60
High school graduate	53	52
Some college	57	56
College degree	64	61
Don't know	52	46
School is really boring[±]		
Less than high school	69	67
High school graduate	56	53
Some college	42	38
College degree	40	43
Don't know	50	73

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

[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

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

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 9 %	Grade 11 %
School is worthless and a waste of time$^\pm$		
Less than high school	12	22
High school graduate	18	16
Some college	3	12
College degree	11	11
Don't know	19	23
Current absenteeism (≥3 times)¶		
Less than high school	38	50
High school graduate	24	25
Some college	19	21
College degree	15	19
Don't know	21	17
Trouble focusing on schoolwork$^\sigma$		
Less than high school	50	61
High school graduate	47	48
Some college	56	35
College degree	38	44
Don't know	48	40
Caring adult relationships‡		
Less than high school	50	67
High school graduate	45	51
Some college	47	60
College degree	67	70
Don't know	49	60

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

$^\pm$*Rating of 7 or higher.*

¶*Past 30 days.*

$^\sigma$*Percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 9 %	Grade 11 %
High expectations[‡]		
Less than high school	62	80
High school graduate	59	58
Some college	64	66
College degree	79	78
Don't know	59	67
Meaningful participation[‡]		
Less than high school	10	22
High school graduate	20	19
Some college	22	20
College degree	26	29
Don't know	17	19
Facilities upkeep[σ]		
Less than high school	31	39
High school graduate	20	31
Some college	18	29
College degree	35	33
Don't know	33	17
Promotion of parental involvement in school[†]		
Less than high school	40	54
High school graduate	39	46
Some college	40	39
College degree	41	44
Don't know	33	33

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

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[‡] *Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

Table A14.2
School Safety by Parental Education

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Less than high school	47	56
High school graduate	48	48
Some college	48	62
College degree	56	64
Don't know	53	45
Experienced harassment due to five reasons[λ][§]		
Less than high school	33	22
High school graduate	11	24
Some college	43	19
College degree	29	22
Don't know	17	14
Experienced any harassment or bullying[§]		
Less than high school	33	28
High school graduate	18	38
Some college	54	26
College degree	38	27
Don't know	30	28
Had mean rumors or lies spread about you[§]		
Less than high school	44	33
High school graduate	33	31
Some college	60	30
College degree	35	35
Don't know	39	38

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

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

[§]*Past 12 months.*

Table A14.2

School Safety by Parental Education – Continued

	Grade 9 %	Grade 11 %
Been afraid of being beaten up[§]		
Less than high school	31	17
High school graduate	20	17
Some college	27	13
College degree	19	13
Don't know	19	28
Been in a physical fight[§]		
Less than high school	19	11
High school graduate	7	7
Some college	7	2
College degree	5	4
Don't know	11	10
Seen a weapon on campus[§]		
Less than high school	25	11
High school graduate	7	21
Some college	21	9
College degree	5	6
Don't know	4	3

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

Table A14.3

Cyberbullying by Parental Education

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Less than high school	40	17
High school graduate	25	25
Some college	49	17
College degree	25	20
Don't know	28	17

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

Table A14.4
Substance Use by Parental Education

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
Less than high school	6	17
High school graduate	2	6
Some college	0	12
College degree	4	5
Don't know	4	17
Current tobacco use¶		
Less than high school	6	6
High school graduate	4	6
Some college	3	6
College degree	4	3
Don't know	4	10
Current marijuana use¶		
Less than high school	6	12
High school graduate	2	3
Some college	0	4
College degree	2	3
Don't know	2	14
Current binge drinking¶		
Less than high school	6	0
High school graduate	2	3
Some college	0	4
College degree	0	0
Don't know	2	10

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

¶*Past 30 days.*

Table A14.4

Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Very drunk or "high" 7 or more times, ever		
Less than high school	6	11
High school graduate	2	3
Some college	0	4
College degree	2	7
Don't know	2	14
Been drunk or "high" on drugs at school, ever		
Less than high school	0	6
High school graduate	4	0
Some college	6	6
College degree	2	6
Don't know	0	10
Current alcohol use¶		
Less than high school	6	6
High school graduate	2	6
Some college	0	6
College degree	3	2
Don't know	2	14
Current alcohol use at school¶		
Less than high school	0	6
High school graduate	0	0
Some college	0	0
College degree	0	0
Don't know	0	0

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

¶Past 30 days.

Table A14.4

Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Current cigarette smoking¶		
Less than high school	0	0
High school graduate	2	0
Some college	0	2
College degree	0	0
Don't know	0	3
Current use of vape products¶		
Less than high school	19	11
High school graduate	4	6
Some college	6	6
College degree	4	4
Don't know	6	10
Current tobacco vaping¶		
Less than high school	6	6
High school graduate	4	6
Some college	3	6
College degree	4	3
Don't know	4	7
Current marijuana vaping¶		
Less than high school	6	6
High school graduate	2	3
Some college	0	2
College degree	2	3
Don't know	2	10

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

¶*Past 30 days.*

Table A14.5
Health Routines by Parental Education

	Grade 9 %	Grade 11 %
Eating of breakfast[I]		
Less than high school	56	56
High school graduate	51	56
Some college	47	42
College degree	69	64
Don't know	56	43
Bedtime (at 12 am or later)		
Less than high school	38	61
High school graduate	31	25
Some college	25	21
College degree	18	22
Don't know	27	17

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

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

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
Synchronous instruction (4 days or more)[‖]		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
Interest in schoolwork done from home[σ]		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
Meaningful opportunities[θ]		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.
[‖]Past 7 days.
[σ]Percent of respondents reporting "Agree" or "Strongly agree."
[θ]Percent of respondents reporting "Pretty much true" or "Very much true."

Table A14.7
Social and Emotional Health by Parental Education

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Less than high school	42	44
High school graduate	29	30
Some college	41	23
College degree	28	29
Don't know	21	32
Experienced chronic sadness/hopelessness§		
Less than high school	33	44
High school graduate	39	43
Some college	46	21
College degree	29	29
Don't know	30	21
Considered suicide§		
Less than high school	20	17
High school graduate	11	7
Some college	23	13
College degree	13	12
Don't know	7	14
Optimism‡		
Less than high school	40	50
High school graduate	43	30
Some college	36	50
College degree	51	48
Don't know	35	33

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

§Past 12 months.

Table A14.7
Social and Emotional Health by Parental Education – Continued

	Grade 9 %	Grade 11 %
Life satisfaction[‡]		
Less than high school	64	67
High school graduate	58	52
Some college	55	65
College degree	66	66
Don't know	55	62
	Grade 9	Grade 11
California Student Wellness Index[δ]		
Less than high school	95.2	97.5
High school graduate	99.1	98.1
Some college	95.4	102.6
College degree	102.1	101.3
Don't know	101.2	100.3

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

[‡]*Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

[δ]*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Not English learner	53	55
English learner	54	57
Don't know	45	42
School Connectedness[†ψ] *(Remote Only)*		
Not English learner		
English learner		
Don't know		
Academic Motivation[†]		
Not English learner	61	58
English learner	67	62
Don't know	51	59
School is really boring[±]		
Not English learner	43	47
English learner	47	17
Don't know	60	62
School is worthless and a waste of time[±]		
Not English learner	12	12
English learner	5	0
Don't know	15	38
Current absenteeism (≥3 times)[¶]		
Not English learner	17	20
English learner	32	33
Don't know	17	31

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

[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

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

[±] *Rating of 7 or higher.*

[¶] *Past 30 days.*

Table A15.1

School Engagement and Supports by English Learner Status – Continued

	Grade 9 %	Grade 11 %
Trouble focusing on schoolwork$^\sigma$		
Not English learner	42	45
English learner	42	25
Don't know	40	42
Caring adult relationships‡		
Not English learner	61	67
English learner	39	53
Don't know	59	56
High expectations‡		
Not English learner	73	75
English learner	54	61
Don't know	74	67
Meaningful participation‡		
Not English learner	24	27
English learner	21	18
Don't know	21	25
Facilities upkeep$^\sigma$		
Not English learner	30	33
English learner	68	18
Don't know	24	12
Promotion of parental involvement in school†		
Not English learner	39	43
English learner	51	64
Don't know	42	35

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

$^\sigma$ Percent of respondents reporting "Agree" or "Strongly agree."

‡ Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A15.2
School Safety by English Learner Status

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Not English learner	54	62
English learner	74	73
Don't know	39	31
Experienced harassment due to five reasons[λ][§]		
Not English learner	27	20
English learner	16	36
Don't know	24	31
Experienced any harassment or bullying[§]		
Not English learner	37	26
English learner	21	55
Don't know	30	38
Had mean rumors or lies spread about you[§]		
Not English learner	38	32
English learner	17	45
Don't know	52	58
Been afraid of being beaten up[§]		
Not English learner	19	13
English learner	16	18
Don't know	36	31
Been in a physical fight[§]		
Not English learner	8	4
English learner	0	0
Don't know	6	20
Seen a weapon on campus[§]		
Not English learner	7	8
English learner	11	18
Don't know	15	8

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

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

[§]*Past 12 months.*

Table A15.3

Cyberbullying by English Learner Status

	Grade 9 %	Grade 11 %
Cyberbullying§		
Not English learner	26	19
English learner	32	45
Don't know	47	15

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

Table A15.4

Substance Use by English Learner Status

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
Not English learner	3	8
English learner	5	9
Don't know	6	8
Current alcohol or drug use¶		
Not English learner	4	5
English learner	5	0
Don't know	12	4
Current marijuana use¶		
Not English learner	1	5
English learner	5	0
Don't know	6	4
Current binge drinking¶		
Not English learner	1	2
English learner	0	0
Don't know	3	4
Very drunk or "high" 7 or more times, ever		
Not English learner	1	7
English learner	0	0
Don't know	9	4

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

Table A15.4

Substance Use by English Learner Status – Continued

	Grade 9 %	Grade 11 %
Been drunk or "high" on drugs at school, ever		
Not English learner	2	6
English learner	5	0
Don't know	6	4
Current alcohol use¶		
Not English learner	3	4
English learner	5	9
Don't know	3	8
Current alcohol use at school¶		
Not English learner	0	0
English learner	0	0
Don't know	0	4
Current cigarette smoking¶		
Not English learner	0	1
English learner	0	0
Don't know	3	0
Current use of vape products¶		
Not English learner	4	6
English learner	5	0
Don't know	15	4
Current tobacco vaping¶		
Not English learner	3	5
English learner	5	0
Don't know	12	4
Current marijuana vaping¶		
Not English learner	1	4
English learner	5	0
Don't know	9	4

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

¶Past 30 days.

Table A15.5
Health Routines by English Learner Status

	Grade 9 %	Grade 11 %
Eating of breakfast[|]		
Not English learner	63	60
English learner	56	25
Don't know	63	46
Bedtime (at 12 am or later)		
Not English learner	21	25
English learner	37	25
Don't know	23	15

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

Table A15.6

Remote Schooling by English Learner Status (Remote Only)

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Not English learner		
English learner		
Don't know		
Synchronous instruction (4 days or more)[‖]		
Not English learner		
English learner		
Don't know		
Interest in schoolwork done from home[σ]		
Not English learner		
English learner		
Don't know		
Meaningful opportunities[θ]		
Not English learner		
English learner		
Don't know		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

[σ]*Percent of respondents reporting "Agree" or "Strongly agree."*

[θ]*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A15.7
Social and Emotional Health by English Learner Status

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Not English learner	29	30
English learner	11	24
Don't know	36	28
Experienced chronic sadness/hopelessness§		
Not English learner	31	28
English learner	26	45
Don't know	53	42
Considered suicide§		
Not English learner	13	11
English learner	11	27
Don't know	19	19
Optimism‡		
Not English learner	48	46
English learner	40	52
Don't know	31	40
Life satisfaction⊤		
Not English learner	63	65
English learner	74	56
Don't know	54	59

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

§Past 12 months.

⊤Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.

Table A15.7

Social and Emotional Health by English Learner Status – Continued

	Grade 9	Grade 11
California Student Wellness Index$^\delta$		
Not English learner	100.7	100.9
English learner	108.8	99.9
Don't know	96.5	100.3

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

$^\delta$*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

School Engagement and Supports by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Not currently in English Learner Program	53	55
Less than 7 years (EL)	52	
7 years or more (LTEL)		
School Connectedness[†][ψ] *(Remote Only)*		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Academic Motivation[†]		
Not currently in English Learner Program	61	58
Less than 7 years (EL)	70	
7 years or more (LTEL)		
School is really boring[±]		
Not currently in English Learner Program	43	47
Less than 7 years (EL)	43	
7 years or more (LTEL)		
School is worthless and a waste of time[±]		
Not currently in English Learner Program	12	12
Less than 7 years (EL)	7	
7 years or more (LTEL)		
Current absenteeism (≥3 times)[¶]		
Not currently in English Learner Program	17	20
Less than 7 years (EL)	29	
7 years or more (LTEL)		

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

[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

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

[±]*Rating of 7 or higher.*

[¶]*Past 30 days.*

Table A16.1

School Engagement and Supports by English Learner (EL) Program Duration – Continued

	Grade 9 %	Grade 11 %
Trouble focusing on schoolwork$^\sigma$		
Not currently in English Learner Program	42	45
Less than 7 years (EL)	36	
7 years or more (LTEL)		
Caring adult relationships‡		
Not currently in English Learner Program	61	67
Less than 7 years (EL)	38	
7 years or more (LTEL)		
High expectations‡		
Not currently in English Learner Program	73	75
Less than 7 years (EL)	50	
7 years or more (LTEL)		
Meaningful participation‡		
Not currently in English Learner Program	24	27
Less than 7 years (EL)	19	
7 years or more (LTEL)		
Facilities upkeep$^\sigma$		
Not currently in English Learner Program	30	33
Less than 7 years (EL)	64	
7 years or more (LTEL)		
Promotion of parental involvement in school†		
Not currently in English Learner Program	39	43
Less than 7 years (EL)	50	
7 years or more (LTEL)		

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

$^\sigma$ *Percent of respondents reporting "Agree" or "Strongly agree."*

‡ *Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

Table A16.2

School Safety by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Not currently in English Learner Program	54	62
Less than 7 years (EL)	71	
7 years or more (LTEL)		
Experienced harassment due to five reasons[λ][§]		
Not currently in English Learner Program	27	20
Less than 7 years (EL)	14	
7 years or more (LTEL)		
Experienced any harassment or bullying[§]		
Not currently in English Learner Program	37	26
Less than 7 years (EL)	21	
7 years or more (LTEL)		
Had mean rumors or lies spread about you[§]		
Not currently in English Learner Program	38	32
Less than 7 years (EL)	23	
7 years or more (LTEL)		
Been afraid of being beaten up[§]		
Not currently in English Learner Program	19	13
Less than 7 years (EL)	14	
7 years or more (LTEL)		
Been in a physical fight[§]		
Not currently in English Learner Program	8	4
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Seen a weapon on campus[§]		
Not currently in English Learner Program	7	8
Less than 7 years (EL)	14	
7 years or more (LTEL)		

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

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

[§]*Past 12 months.*

Table A16.3

Cyberbullying by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Not currently in English Learner Program	26	19
Less than 7 years (EL)	36	
7 years or more (LTEL)		

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

Table A16.4

Substance Use by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Not currently in English Learner Program	3	8
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current tobacco use[¶]		
Not currently in English Learner Program	4	5
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current marijuana use[¶]		
Not currently in English Learner Program	1	5
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current binge drinking[¶]		
Not currently in English Learner Program	1	2
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Very drunk or "high" 7 or more times, ever		
Not currently in English Learner Program	1	7
Less than 7 years (EL)	0	
7 years or more (LTEL)		

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

Table A16.4

Substance Use by English Learner (EL) Program Duration – Continued

	Grade 9 %	Grade 11 %
Been drunk or "high" on drugs at school, ever		
Not currently in English Learner Program	2	6
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current alcohol use¶		
Not currently in English Learner Program	3	4
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current alcohol use at school¶		
Not currently in English Learner Program	0	0
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current cigarette smoking¶		
Not currently in English Learner Program	0	1
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current use of vape products¶		
Not currently in English Learner Program	4	6
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current tobacco vaping¶		
Not currently in English Learner Program	3	5
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current marijuana vaping¶		
Not currently in English Learner Program	1	4
Less than 7 years (EL)	0	
7 years or more (LTEL)		

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

¶Past 30 days.

Table A16.5

Health Routines by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
Eating of breakfast[I]		
Not currently in English Learner Program	63	60
Less than 7 years (EL)	62	
7 years or more (LTEL)		
Bedtime (at 12 am or later)		
Not currently in English Learner Program	21	25
Less than 7 years (EL)	36	
7 years or more (LTEL)		

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

[I]*Today.*

Table A16.6

Remote Schooling by English Learner (EL) Program Duration (Remote Only)

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Synchronous instruction (4 days or more)[‖]		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Interest in schoolwork done from home$^{\sigma}$		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Meaningful opportunities$^{\theta}$		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

$^{\sigma}$*Percent of respondents reporting "Agree" or "Strongly agree."*

$^{\theta}$*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A16.7

Social and Emotional Health by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Not currently in English Learner Program	29	30
Less than 7 years (EL)	13	
7 years or more (LTEL)		
Experienced chronic sadness/hopelessness[§]		
Not currently in English Learner Program	31	28
Less than 7 years (EL)	29	
7 years or more (LTEL)		
Considered suicide[§]		
Not currently in English Learner Program	13	11
Less than 7 years (EL)	7	
7 years or more (LTEL)		
Optimism[‡]		
Not currently in English Learner Program	48	46
Less than 7 years (EL)	40	
7 years or more (LTEL)		
Life satisfaction[Ŧ]		
Not currently in English Learner Program	63	65
Less than 7 years (EL)	73	
7 years or more (LTEL)		

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

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

[§]*Past 12 months.*

[Ŧ]*Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

Table A16.7
Social and Emotional Health by English Learner (EL) Program Duration – Continued

	Grade 9	Grade 11
California Student Wellness Index[δ]		
Not currently in English Learner Program	100.7	100.9
Less than 7 years (EL)	108.3	
7 years or more (LTEL)		

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

[δ]*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

17. Special Education Breakdowns

Table A17.1

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

	Grade 9 %	Grade 11 %
School Connectedness[†]		
No IEP	54	56
IEP	48	54
Don't know	42	36
Prefer not to say		
School Connectedness[†][ψ] ***(Remote Only)***		
No IEP		
IEP		
Don't know		
Prefer not to say		
Academic Motivation[†]		
No IEP	62	58
IEP	64	57
Don't know	50	61
Prefer not to say		
School is really boring[±]		
No IEP	45	45
IEP	50	58
Don't know	44	62
Prefer not to say		
School is worthless and a waste of time[±]		
No IEP	11	13
IEP	13	15
Don't know	17	19
Prefer not to say		

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

[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

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

[±]*Rating of 7 or higher.*

Table A17.1

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

	Grade 9 %	Grade 11 %
Current absenteeism (≥3 times)¶		
No IEP	17	20
IEP	23	19
Don't know	19	50
Prefer not to say		
Trouble focusing on schoolwork$^\sigma$		
No IEP	42	43
IEP	57	42
Don't know	36	56
Prefer not to say		
Caring adult relationships‡		
No IEP	61	67
IEP	62	64
Don't know	56	67
Prefer not to say		
High expectations‡		
No IEP	74	75
IEP	73	76
Don't know	59	69
Prefer not to say		
Meaningful participation‡		
No IEP	24	27
IEP	29	22
Don't know	20	21
Prefer not to say		

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

¶Past 30 days.

$^\sigma$Percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A17.1

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

	Grade 9 %	Grade 11 %
Facilities upkeep$^\sigma$		
No IEP	29	31
IEP	38	38
Don't know	42	19
Prefer not to say		
Promotion of parental involvement in school[†]		
No IEP	39	42
IEP	52	51
Don't know	34	54
Prefer not to say		

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

$^\sigma$*Percent of respondents reporting "Agree" or "Strongly agree."*

[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

Table A17.2

School Safety by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
No IEP	54	61
IEP	56	54
Don't know	56	56
Prefer not to say		
Experienced harassment due to five reasons[λ][§]		
No IEP	26	19
IEP	38	25
Don't know	26	38
Prefer not to say		
Experienced any harassment or bullying[§]		
No IEP	36	26
IEP	38	29
Don't know	29	44
Prefer not to say		
Had mean rumors or lies spread about you[§]		
No IEP	37	33
IEP	45	38
Don't know	43	38
Prefer not to say		
Been afraid of being beaten up[§]		
No IEP	20	13
IEP	39	17
Don't know	14	44
Prefer not to say		

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

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

[§]*Past 12 months.*

Table A17.2

School Safety by Individualized Education Plan (IEP) Placement – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
No IEP	8	4
IEP	7	4
Don't know	3	12
Prefer not to say		
Seen a weapon on campus[§]		
No IEP	8	7
IEP	7	8
Don't know	9	19
Prefer not to say		

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

Table A17.3

Cyberbullying by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
No IEP	27	19
IEP	34	17
Don't know	38	25
Prefer not to say		

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

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
No IEP	3	6
IEP	7	17
Don't know	3	31
Prefer not to say		
Current tobacco use¶		
No IEP	4	4
IEP	10	12
Don't know	6	6
Prefer not to say		
Current marijuana use¶		
No IEP	2	3
IEP	7	12
Don't know	0	13
Prefer not to say		
Current binge drinking¶		
No IEP	1	2
IEP	3	0
Don't know	0	6
Prefer not to say		
Very drunk or "high" 7 or more times, ever		
No IEP	2	6
IEP	3	12
Don't know	3	12
Prefer not to say		
Been drunk or "high" on drugs at school, ever		
No IEP	2	5
IEP	3	8
Don't know	3	6
Prefer not to say		

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

¶Past 30 days.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement – Continued

	Grade 9 %	Grade 11 %
Current alcohol use¶		
No IEP	2	4
IEP	7	0
Don't know	3	19
Prefer not to say		
Current alcohol use at school¶		
No IEP	0	0
IEP	0	0
Don't know	0	6
Prefer not to say		
Current cigarette smoking¶		
No IEP	0	1
IEP	0	0
Don't know	0	0
Prefer not to say		
Current use of vape products¶		
No IEP	4	4
IEP	17	17
Don't know	6	6
Prefer not to say		
Current tobacco vaping¶		
No IEP	4	3
IEP	10	12
Don't know	3	6
Prefer not to say		
Current marijuana vaping¶		
No IEP	2	3
IEP	7	8
Don't know	3	6
Prefer not to say		

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

¶Past 30 days.

Table A17.5

Health Routines by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Eating of breakfast[l]		
No IEP	62	58
IEP	77	58
Don't know	63	62
Prefer not to say		
Bedtime (at 12 am or later)		
No IEP	22	24
IEP	17	27
Don't know	31	31
Prefer not to say		

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

Table A17.6

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

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)¶		
No IEP		
IEP		
Don't know		
Prefer not to say		
Synchronous instruction (4 days or more)ǁ		
No IEP		
IEP		
Don't know		
Prefer not to say		
Interest in schoolwork done from home$^\sigma$		
No IEP		
IEP		
Don't know		
Prefer not to say		
Meaningful opportunities$^\theta$		
No IEP		
IEP		
Don't know		
Prefer not to say		

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

¶*Past 30 days.*

ǁ*Past 7 days.*

$^\sigma$*Percent of respondents reporting "Agree" or "Strongly agree."*

$^\theta$*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A17.7

Social and Emotional Health by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
No IEP	29	28
IEP	31	39
Don't know	23	40
Prefer not to say		
Experienced chronic sadness/hopelessness[§]		
No IEP	31	27
IEP	38	42
Don't know	36	44
Prefer not to say		
Considered suicide[§]		
No IEP	13	11
IEP	14	21
Don't know	15	31
Prefer not to say		
Optimism[‡]		
No IEP	48	47
IEP	43	49
Don't know	36	27
Prefer not to say		
Life satisfaction[∓]		
No IEP	63	65
IEP	56	66
Don't know	60	56
Prefer not to say		

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

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

[§]*Past 12 months.*

[∓]*Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

Table A17.7

Social and Emotional Health by Individualized Education Plan (IEP) Placement – Continued

	Grade 9	Grade 11
California Student Wellness Index[δ]		
No IEP	100.8	101.6
IEP	98.6	97.0
Don't know	101.3	96.4
Prefer not to say		

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

[δ]*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Home with one or more parent or guardian	52	55
Foster home		
Homeless		
Other living arrangement	60	42
School Connectedness[†][ψ] *(Remote Only)*		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Academic Motivation[†]		
Home with one or more parent or guardian	60	58
Foster home		
Homeless		
Other living arrangement	68	70
School is really boring[±]		
Home with one or more parent or guardian	46	46
Foster home		
Homeless		
Other living arrangement	33	80
School is worthless and a waste of time[±]		
Home with one or more parent or guardian	11	14
Foster home		
Homeless		
Other living arrangement	22	0

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

[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

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

[±]*Rating of 7 or higher.*

Table A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 9 %	Grade 11 %
Current absenteeism (≥3 times)¶		
Home with one or more parent or guardian	17	21
Foster home		
Homeless		
Other living arrangement	28	40
Trouble focusing on schoolwork$^{\sigma}$		
Home with one or more parent or guardian	41	44
Foster home		
Homeless		
Other living arrangement	61	60
Caring adult relationships‡		
Home with one or more parent or guardian	60	66
Foster home		
Homeless		
Other living arrangement	63	57
High expectations‡		
Home with one or more parent or guardian	72	75
Foster home		
Homeless		
Other living arrangement	72	60
Meaningful participation‡		
Home with one or more parent or guardian	23	26
Foster home		
Homeless		
Other living arrangement	32	24

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

¶Past 30 days.

$^{\sigma}$Percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 9 %	Grade 11 %
Facilities upkeep$^\sigma$		
Home with one or more parent or guardian	31	32
Foster home		
Homeless		
Other living arrangement	35	20
Promotion of parental involvement in school†		
Home with one or more parent or guardian	39	44
Foster home		
Homeless		
Other living arrangement	54	37

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

$^\sigma$*Percent of respondents reporting "Agree" or "Strongly agree."*

†*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

Table A18.2
School Safety by Living Situation

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Home with one or more parent or guardian	54	60
Foster home		
Homeless		
Other living arrangement	50	
Experienced harassment due to five reasons[λ][§]		
Home with one or more parent or guardian	27	21
Foster home		
Homeless		
Other living arrangement	29	
Experienced any harassment or bullying[§]		
Home with one or more parent or guardian	35	27
Foster home		
Homeless		
Other living arrangement	41	
Had mean rumors or lies spread about you[§]		
Home with one or more parent or guardian	38	34
Foster home		
Homeless		
Other living arrangement	38	
Been afraid of being beaten up[§]		
Home with one or more parent or guardian	20	15
Foster home		
Homeless		
Other living arrangement	31	

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

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

[§]*Past 12 months.*

Table A18.2

School Safety by Living Situation – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
Home with one or more parent or guardian	7	5
Foster home		
Homeless		
Other living arrangement	0	
Seen a weapon on campus[§]		
Home with one or more parent or guardian	7	8
Foster home		
Homeless		
Other living arrangement	19	

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

Table A18.3

Cyberbullying by Living Situation

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Home with one or more parent or guardian	28	19
Foster home		
Homeless		
Other living arrangement	35	

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

Table A18.4

Substance Use by Living Situation

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
Home with one or more parent or guardian	3	8
Foster home		
Homeless		
Other living arrangement	6	
Current tobacco use¶		
Home with one or more parent or guardian	4	5
Foster home		
Homeless		
Other living arrangement	12	
Current marijuana use¶		
Home with one or more parent or guardian	2	5
Foster home		
Homeless		
Other living arrangement	6	
Current binge drinking¶		
Home with one or more parent or guardian	1	2
Foster home		
Homeless		
Other living arrangement	0	
Very drunk or "high" 7 or more times, ever		
Home with one or more parent or guardian	2	6
Foster home		
Homeless		
Other living arrangement	0	
Been drunk or "high" on drugs at school, ever		
Home with one or more parent or guardian	2	5
Foster home		
Homeless		
Other living arrangement	6	

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

¶*Past 30 days.*

Table A18.4

Substance Use by Living Situation – Continued

	Grade 9 %	Grade 11 %
Current alcohol use¶		
Home with one or more parent or guardian	2	5
Foster home		
Homeless		
Other living arrangement	6	
Current alcohol use at school¶		
Home with one or more parent or guardian	0	1
Foster home		
Homeless		
Other living arrangement	0	
Current cigarette smoking¶		
Home with one or more parent or guardian	0	1
Foster home		
Homeless		
Other living arrangement	0	
Current use of vape products¶		
Home with one or more parent or guardian	4	5
Foster home		
Homeless		
Other living arrangement	24	
Current tobacco vaping¶		
Home with one or more parent or guardian	3	4
Foster home		
Homeless		
Other living arrangement	12	
Current marijuana vaping¶		
Home with one or more parent or guardian	2	3
Foster home		
Homeless		
Other living arrangement	6	

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

¶*Past 30 days.*

Table A18.5
Health Routines by Living Situation

	Grade 9 %	Grade 11 %
Eating of breakfast[|]		
Home with one or more parent or guardian	63	58
Foster home		
Homeless		
Other living arrangement	65	50
Bedtime (at 12 am or later)		
Home with one or more parent or guardian	21	24
Foster home		
Homeless		
Other living arrangement	28	20

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

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Synchronous instruction (4 days or more)[ǀ]		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Interest in schoolwork done from home$^{\sigma}$		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Meaningful opportunities$^{\theta}$		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*
[ǀ]*Past 7 days.*
$^{\sigma}$*Percent of respondents reporting "Agree" or "Strongly agree."*
$^{\theta}$*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A18.7
Social and Emotional Health by Living Situation

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Home with one or more parent or guardian	28	29
Foster home		
Homeless		
Other living arrangement	34	
Experienced chronic sadness/hopelessness§		
Home with one or more parent or guardian	32	29
Foster home		
Homeless		
Other living arrangement	44	
Considered suicide§		
Home with one or more parent or guardian	13	12
Foster home		
Homeless		
Other living arrangement	19	
Optimism‡		
Home with one or more parent or guardian	46	45
Foster home		
Homeless		
Other living arrangement	48	
Life satisfaction⊤		
Home with one or more parent or guardian	63	65
Foster home		
Homeless		
Other living arrangement	48	

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

§Past 12 months.

⊤Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.

Table A18.7
Social and Emotional Health by Living Situation – Continued

	Grade 9	Grade 11
California Student Wellness Index[δ]		
Home with one or more parent or guardian	100.9	101.1
Foster home		
Homeless		
Other living arrangement	96.2	

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

[δ]*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

Appendix

CHKS Content Overview, 2024-25

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

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

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

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)*.[3] All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic performance increased as well.[4]

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

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the whole child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high

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

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

[3] See calschls.org/reports-data/#scrc

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

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

expectations at school.[6] These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than 20 years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

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

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

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[7] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[8]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by these groups for each school (email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.[9] They were highest in schools with large proportions of white and Asian students, as well as

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

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

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

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

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

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*.[10] White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.[11] Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.[12] [13] They were also more likely to be low in caring adult relationships and total developmental support.

Unhoused Youth

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.[14] Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[15] [16] For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth[17] 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

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

[11] See calschls.org/my-surveys/

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

[13] See calschls.org/my-surveys/

[14] See calschls.org/my-surveys/

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

[16] Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology, 12*, 465-487. https://doi.org/10.1146/annurev-clinpsy-021815-093153

[17] See calschls.org/my-surveys/

- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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

SCHOOL PERFORMANCE, ENGAGEMENT, AND SUPPORTS (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[18] CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception.

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.[19]

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the

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[18] Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12-23. https://doi.org/10.1016/j.learninstruc.2013.04.002

[19] Download data.calschls.org/resources/Biennial_State_1921.pdf

necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students' school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.[20,21,22]

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

[21] Branstetter, R. (2021). What do kids mean when they say they're bored at school? Greater Good Magazine.
https://greatergood.berkeley.edu/article/item/what_do_kids_mean_when_they_say_theyre_bored_at_school

[22] 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_#/

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.

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more days during the past 30 days) and what were the reasons for absences.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[23]

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.[24]

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.[25] [26] [27] [28] [29] [30]

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

[23] 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/

[24] Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

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

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

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

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

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

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

academic, social-emotional, and health outcomes.[31] 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 declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[32] 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.[33] [34]

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.[35]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[36] 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

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[31] 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.

[32] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.

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

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

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

[36] Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

safety.[37] 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.[38] 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.[39] [40] [41]

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.[42]

Harassment and Victimization

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

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.[43] 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.[44] [45] 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

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

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

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

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

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

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

[43] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

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

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

lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.[46] 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.[47] 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.[48]

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.[49] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[50] [51]

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

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

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

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

[49] 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.

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

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

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.[52] [53]

SOCIAL AND EMOTIONAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.[54] 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.[55]

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.[56] [57]

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

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

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

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

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

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

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