

CALIFORNIA HEALTHY KIDS SURVEY



Arden Middle Secondary 2024-2025 Main Report

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

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

Recommended citation:

Arden Middle School. *California Healthy Kids Survey, 2024-2025: Main Report*. San Francisco: WestEd for the California Department of Education.

Date prepared: 11 Jun 2025
CDS code: 34674476034359

Contents

Page

List of Tables	II
PREFACE	VII
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	6
4. Health Routines	13
5. Remote Schooling	14
6. School Performance, Engagement, and Supports	16
7. Social and Emotional Health	29
8. School Violence, Victimization, and Safety	34
9. Alcohol and Other Drug Use	41
10. Use of Tobacco and Vaping Devices	51
11. Other Health Risks	61
12. Race/Ethnicity Breakdowns	62
13. Gender Breakdowns	79
14. Parental Education Breakdowns	90
15. English Learner Breakdowns	102
16. Long-Term English Learner (LTEL) Breakdowns	111
17. Special Education Breakdowns	120
18. Living Situation Breakdowns	131
Appendix	142

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate	3
A2.2 Key Indicators of Substance Use, Health Routines, and Remote Schooling	4
A2.3 Key Indicators of Student Well-Being	5
3. Demographics	6
A3.1 School Schedule, Past 30 Days	6
A3.2 Gender of Sample	6
A3.3 Gender Identity	6
A3.4 Sexual Orientation	7
A3.5 Race or Ethnicity	7
A3.6 Living Arrangements and Housing Status	8
A3.7 Living Situation	8
A3.8 Parental Education	9
A3.9 Special Education Services	9
A3.10 English Learner Program Designation	9
A3.11 English Learner Program Duration and Long-Term English Learner Status	10
A3.12 Language Spoken at Home	10
A3.13 English Language Proficiency – Home Language Other Than English	11
A3.14 Number of Days Attending Afterschool Program	12
A3.15 Military Connections	12
4. Health Routines	13
A4.1 Eating of Breakfast	13
A4.2 Bedtime	13
5. Remote Schooling	14
A5.1 Remote Schooling Schedule and Instructional Time	14
A5.2 Interesting Activities Provided for Student in Remote Schooling	15
A5.3 Interest in Schoolwork Done from Home	15
6. School Performance, Engagement, and Supports	16
A6.1 Grades, Past 12 Months	16
A6.2 Absences, Past 30 Days	16
A6.3 Reasons for Absence, Past 30 Days	17
A6.4 School Environment & Connectedness, Academic Motivation, Parental Involvement	18

A6.5	Caring Relationships Scale Questions	19
A6.6	High Expectations Scale Questions	20
A6.7	Meaningful Participation Scale Questions	21
A6.8	School Connectedness Scale Questions	22
A6.8	School Connectedness Scale Questions – Continued	23
A6.9	Academic Motivation Scale Questions	24
A6.10	Maintaining Focus on Schoolwork	25
A6.11	School Boredom and Value of School	26
A6.12	School Boredom Profile Groups	26
A6.13	Promotion of Parental Involvement Scale Questions	27
A6.14	Checking Student Well-Being	28
A6.15	Quality of School Physical Environment	28
7.	Social and Emotional Health	29
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	29
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	29
A7.3	Optimism Scale Questions	30
A7.4	Life Satisfaction Scale Questions	31
A7.4	Life Satisfaction Scale Questions – Continued	32
A7.5	Social Emotional Distress Scale Questions	33
8.	School Violence, Victimization, and Safety	34
A8.1	Perceived Safety at School	34
A8.2	Reasons for Harassment, Past 12 Months	35
A8.2	Reasons for Harassment, Past 12 Months – Continued	36
A8.3	School Violence Victimization Scale Questions	37
A8.3	School Violence Victimization Scale Questions – Continued	38
A8.4	School Violence Perpetration Scale Questions	39
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	40
A8.6	Weapons Possession on School Property, Past 12 Months	40
9.	Alcohol and Other Drug Use	41
A9.1	Summary Measures of Level of AOD Use and Perceptions	41
A9.2	Summary of AOD Lifetime Use	42
A9.3	Lifetime AOD Use	43
A9.4	Methods of Marijuana Consumption	44
A9.5	Current AOD Use, Past 30 Days	45
A9.6	Frequency of Current AOD Use, Past 30 Days	46
A9.7	Lifetime Drunk or “High”	47
A9.8	Current AOD Use on School Property, Past 30 Days	48
A9.9	Lifetime Drunk or “High” on School Property	48
A9.10	Perceived Harm of AOD Use	49
A9.11	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	50
10.	Use of Tobacco and Vaping Devices	51
A10.1	Summary of Key CHKS Tobacco Indicators	51
A10.2	Lifetime Tobacco Use and Vaping	52
A10.3	Substances Ever Vaped	53

A10.4	Ever Vaped Multiple Substances	53
A10.5	Any Current and Daily Use of Cigarettes, Smokeless Tobacco, and Vape Products .	54
A10.6	Substances Vaped, Past 30 Days	55
A10.7	Vaped Multiple Substances, Past 30 Days	55
A10.8	Current Tobacco Use, Past 30 Days	56
A10.9	Current Cigarette Smoking, Smokeless Tobacco Use, and Vaping on School Prop- erty, Past 30 Days	56
A10.10	Substances Vaped on School Property, Past 30 Days	57
A10.11	Vaped Multiple Substances on School Property, Past 30 Days	57
A10.12	Current Tobacco Use on School Property, Past 30 Days	58
A10.13	Secondhand Smoke on School Property, Past 30 Days	58
A10.14	Perceived Harm of Cigarette Smoking	59
A10.15	Perceived Harm of Vaping Tobacco or Nicotine	59
A10.16	Perceived Difficulty of Obtaining Cigarettes and Vape Products	60
A10.17	School Bans Tobacco Use and Vaping	60
11.	Other Health Risks	61
A11.1	Alone After School	61
A11.2	Gang Involvement	61
12.	Race/Ethnicity Breakdowns	62
A12.1	School Engagement and Supports by Race/Ethnicity	62
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	63
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	64
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	65
A12.2	School Safety by Race/Ethnicity	66
A12.2	School Safety by Race/Ethnicity – Continued	67
A12.2	School Safety by Race/Ethnicity – Continued	68
A12.3	Cyberbullying by Race/Ethnicity	68
A12.4	Substance Use by Race/Ethnicity	69
A12.4	Substance Use by Race/Ethnicity – Continued	70
A12.4	Substance Use by Race/Ethnicity – Continued	71
A12.4	Substance Use by Race/Ethnicity – Continued	72
A12.5	Health Routines by Race/Ethnicity	73
A12.6	Remote Schooling by Race/Ethnicity	74
A12.6	Remote Schooling by Race/Ethnicity – Continued	75
A12.7	Social and Emotional Health by Race/Ethnicity	76
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	77
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	78
13.	Gender Breakdowns	79
A13.1	School Engagement and Supports by Gender	79
A13.1	School Engagement and Supports by Gender – Continued	80
A13.1	School Engagement and Supports by Gender – Continued	81
A13.2	School Safety by Gender	82
A13.2	School Safety by Gender – Continued	83
A13.3	Cyberbullying by Gender	83
A13.4	Substance Use by Gender	84

A13.4	Substance Use by Gender – Continued	85
A13.5	Health Routines by Gender	86
A13.6	Remote Schooling by Gender	87
A13.7	Social and Emotional Health by Gender	88
A13.7	Social and Emotional Health by Gender – Continued	89
14.	Parental Education Breakdowns	90
A14.1	School Engagement and Supports by Parental Education	90
A14.1	School Engagement and Supports by Parental Education – Continued	91
A14.1	School Engagement and Supports by Parental Education – Continued	92
A14.2	School Safety by Parental Education	93
A14.2	School Safety by Parental Education – Continued	94
A14.3	Cyberbullying by Parental Education	94
A14.4	Substance Use by Parental Education	95
A14.4	Substance Use by Parental Education – Continued	96
A14.4	Substance Use by Parental Education – Continued	97
A14.5	Health Routines by Parental Education	98
A14.6	Remote Schooling by Parental Education	99
A14.7	Social and Emotional Health by Parental Education	100
A14.7	Social and Emotional Health by Parental Education – Continued	101
15.	English Learner Breakdowns	102
A15.1	School Engagement and Supports by English Learner Status	102
A15.1	School Engagement and Supports by English Learner Status – Continued	103
A15.2	School Safety by English Learner Status	104
A15.3	Cyberbullying by English Learner Status	105
A15.4	Substance Use by English Learner Status	105
A15.4	Substance Use by English Learner Status – Continued	106
A15.5	Health Routines by English Learner Status	107
A15.6	Remote Schooling by English Learner Status	108
A15.7	Social and Emotional Health by English Learner Status	109
A15.7	Social and Emotional Health by English Learner Status – Continued	110
16.	Long-Term English Learner (LTEL) Breakdowns	111
A16.1	School Engagement and Supports by English Learner (EL) Program Duration	111
A16.1	School Engagement and Supports by English Learner (EL) Program Duration – Continued	112
A16.2	School Safety by English Learner (EL) Program Duration	113
A16.3	Cyberbullying by English Learner (EL) Program Duration	114
A16.4	Substance Use by English Learner (EL) Program Duration	114
A16.4	Substance Use by English Learner (EL) Program Duration – Continued	115
A16.5	Health Routines by English Learner (EL) Program Duration	116
A16.6	Remote Schooling by English Learner (EL) Program Duration	117
A16.7	Social and Emotional Health by English Learner (EL) Program Duration	118
A16.7	Social and Emotional Health by English Learner (EL) Program Duration – Continued	119
17.	Special Education Breakdowns	120
A17.1	School Engagement and Supports by Individualized Education Plan (IEP) Placement	120

A17.1	School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued	121
A17.1	School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued	122
A17.2	School Safety by Individualized Education Plan (IEP) Placement	123
A17.2	School Safety by Individualized Education Plan (IEP) Placement – Continued . . .	124
A17.3	Cyberbullying by Individualized Education Plan (IEP) Placement	124
A17.4	Substance Use by Individualized Education Plan (IEP) Placement	125
A17.4	Substance Use by Individualized Education Plan (IEP) Placement – Continued . . .	126
A17.5	Health Routines by Individualized Education Plan (IEP) Placement	127
A17.6	Remote Schooling by Individualized Education Plan (IEP) Placement	128
A17.7	Social and Emotional Health by Individualized Education Plan (IEP) Placement . .	129
A17.7	Social and Emotional Health by Individualized Education Plan (IEP) Placement – Continued	130
18.	Living Situation Breakdowns	131
A18.1	School Engagement and Supports by Living Situation	131
A18.1	School Engagement and Supports by Living Situation – Continued	132
A18.1	School Engagement and Supports by Living Situation – Continued	133
A18.2	School Safety by Living Situation	134
A18.2	School Safety by Living Situation – Continued	135
A18.3	Cyberbullying by Living Situation	135
A18.4	Substance Use by Living Situation	136
A18.4	Substance Use by Living Situation – Continued	137
A18.5	Health Routines by Living Situation	138
A18.6	Remote Schooling by Living Situation	139
A18.7	Social and Emotional Health by Living Situation	140
A18.7	Social and Emotional Health by Living Situation – Continued	141
Appendix		142

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 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

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

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. 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 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	282	360	–
Final number	118	321	–
Response Rate	42%	89%	–

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	115	315	–
Remote learning only	3	6	–

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness [†]	65	55	—	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)			—	A6.4
Academic motivation [†]	68	60	—	A6.4
School is really boring [±]	29	46	—	A6.11
School is worthless and a waste of time [±]	12	15	—	A6.11
Current absenteeism (≥3 times) [¶]	12	18	—	A6.2
Trouble focusing on schoolwork ^σ	22	41	—	A6.10
Caring adult relationships [‡]	62	51	—	A6.4
High expectations [‡]	74	68	—	A6.4
Meaningful participation [‡]	34	25	—	A6.4
Facilities upkeep ^σ	46	52	—	A6.15
Promotion of parental involvement in school [†]	58	50	—	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe	65	56	—	A8.1
Experienced any harassment or bullying [§]	42	48	—	A8.2
Had mean rumors or lies spread about you [§]	40	42	—	A8.3
Been afraid of being beaten up [§]	30	33	—	A8.3
Been in a physical fight [§]	6	19	—	A8.4
Seen a weapon on campus [§]	10	9	—	A8.6
Cyberbullying [§]	25	33	—	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 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use [¶]	4	7	—	A9.5
Current tobacco use [¶]	0	4	—	A10.8
Current marijuana use [¶]	1	3	—	A9.5
Current binge drinking [¶]	1	2	—	A9.5
Very drunk or “high” 7 or more times, ever	0	1	—	A9.7
Been drunk or “high” on drugs at school, ever	0	3	—	A9.9
Current cigarette smoking [¶]	0	1	—	A10.5
Current use of vape products [¶]	1	4	—	A10.6
Current tobacco vaping [¶]	0	3	—	A10.6
Current marijuana vaping [¶]	0	2	—	A10.6
Health Routines				
Eating of breakfast [‡]	72	56	—	A4.1
Bedtime (at 12 am or later)	13	14	—	A4.2
Remote Schooling				
Remote learning frequency (5 days per week) ^{¶δ}			—	A5.1
Synchronous instruction (4 days or more) ^{‡δ}			—	A5.1
Interest in schoolwork done from home ^{σδ}			—	A5.3
Meaningful opportunities ^{θδ}			—	A5.2

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[‡]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A2.3**Key Indicators of Student Well-Being**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Social and Emotional Health				
Social emotional distress [‡]	20	27	—	A7.5
Experienced chronic sadness/hopelessness [§]	21	32	—	A7.1
Considered suicide [§]	10	15	—	A7.2
Optimism [‡]	63	53	—	A7.3
Life satisfaction [±]	77	65	—	A7.4
	Grade 6	Grade 7	Grade 8	
California Student Wellness Index [°]	106.3	102.3	—	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.

[°]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 6 %	Grade 7 %	Grade 8 %
In-School Model	97	98	—
Remote Learning Model	3	2	—

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

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

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

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

Table A3.2

Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male	42	50	—
Female	56	46	—
Nonbinary	1	3	—
Something else	1	2	—

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 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	88	88	—
Yes, I am transgender	1	2	—
I am not sure if I am transgender	5	5	—
Decline to respond	6	5	—

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 6 %	Grade 7 %	Grade 8 %
Heterosexual (straight)	68	76	—
Lesbian or Gay	3	3	—
Bisexual	7	6	—
Something else	5	3	—
Not sure	9	8	—
Decline to respond	9	4	—

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 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	1	0	—
Asian or Asian American, non-Hispanic	3	8	—
Black or African American, non-Hispanic	5	5	—
Hispanic or Latino/a	20	30	—
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	—
White, non-Hispanic	47	34	—
Multiracial, non-Hispanic	13	12	—
Something else, non-Hispanic	10	10	—

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 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	98	89	—
Other relative's home	0	1	—
A home with more than one family	0	5	—
Friend's home	0	0	—
Foster home, group care, or waiting placement	0	0	—
Hotel or motel	0	0	—
Shelter, car, campground, or other transitional or temporary housing	0	0	—
Other living arrangement	2	5	—

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

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

Table A3.7
Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Home with one or more parent or guardian	98	89	—
Foster home	0	0	—
Homeless	0	0	—
Other living arrangement	2	11	—

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 6 %	Grade 7 %	Grade 8 %
Did not finish high school	4	3	—
Graduated from high school	4	8	—
Attended college but did not complete four-year degree	4	8	—
Graduated from college	64	53	—
Don't know	25	29	—

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 6 %	Grade 7 %	Grade 8 %
No	78	74	—
Yes	4	6	—
Don't know	14	16	—
Prefer not to say	4	3	—

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 6 %	Grade 7 %	Grade 8 %
No	76	78	—
Yes	12	11	—
Don't know	12	11	—

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 6 %	Grade 7 %	Grade 8 %
Not currently in English Learner Program	87	88	—
Less than 7 years (EL)	10	10	—
7 years or more (LTEL)	3	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 6 %	Grade 7 %	Grade 8 %
English	76	72	—
Spanish	9	13	—
Mandarin	0	0	—
Cantonese	0	0	—
Taiwanese	0	0	—
Tagalog	0	0	—
Vietnamese	0	0	—
Korean	0	0	—
Arabic	2	3	—
Other	13	12	—

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 6 %	Grade 7 %	Grade 8 %
<i>How well do you...</i>			
understand English?			
Very well	93	75	—
Well	7	20	—
Not well	0	2	—
Not at all	0	2	—
speak English?			
Very well	72	61	—
Well	28	31	—
Not well	0	6	—
Not at all	0	2	—
read English?			
Very well	68	61	—
Well	28	32	—
Not well	4	5	—
Not at all	0	2	—
write English?			
Very well	72	59	—
Well	24	33	—
Not well	4	7	—
Not at all	0	1	—
<i>English Language Proficiency Status</i>			
Proficient	72	53	—
Not proficient	28	47	—

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 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	86	85	—
1 day	2	4	—
2 days	5	6	—
3 days	1	3	—
4 days	0	1	—
5 days	6	2	—

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 6 %	Grade 7 %	Grade 8 %
No	92	90	—
Yes	5	4	—
Don't know	3	6	—

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 6 %	Grade 7 %	Grade 8 %
No	28	44	—
Yes	72	56	—

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 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	0	1	—
7:00-7:59 pm	0	1	—
8:00-8:59 pm	12	7	—
9:00-9:59 pm	31	32	—
10:00-10:59 pm	34	29	—
11:00-11:59 pm	10	17	—
12:00-12:59 am	5	7	—
After 1:00 am	8	7	—
<i>Bedtime at 12 am or later</i>	13	14	—

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

Question HS/MS A.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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Mostly A's	36	22	—
A's and B's	46	34	—
Mostly B's	4	10	—
B's and C's	10	18	—
Mostly C's	3	5	—
C's and D's	2	8	—
Mostly D's	0	1	—
Mostly F's	0	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 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	58	37	—
1 day	20	25	—
2 days	9	20	—
3 or more days	12	18	—

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 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	54	37	—
Illness (feeling physically sick), including problems with breathing or your teeth	38	45	—
Were being bullied or mistreated at school	1	3	—
Felt very sad, hopeless, anxious, stressed, or angry	4	9	—
Didn't get enough sleep	4	10	—
Didn't feel safe at school or going to and from school	2	2	—
Had to take care of or help a family member or friend	1	4	—
Wanted to spend time with friends	1	1	—
Used alcohol or drugs	0	1	—
Were behind in schoolwork or weren't prepared for a test or class assignment	4	2	—
Were bored or uninterested in school	3	4	—
Had no transportation to school	2	5	—
Other reason	13	18	—

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 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	57	48	—	
Caring relationships-adults in school [‡]	62	51	—	A6.5
High expectations-adults in school [‡]	74	68	—	A6.6
Meaningful participation at school [‡]	34	25	—	A6.7
School connectedness [†]	65	55	—	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>			—	A6.8
Academic motivation [†]	68	60	—	A6.9
Promotion of parental involvement in school [†]	58	50	—	A6.13

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

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

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

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

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

Table A6.5***Caring Relationships Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Caring relationships-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	51	—
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	12	16	—
A little true	32	37	—
Pretty much true	39	35	—
Very much true	17	12	—
<i>who notices when I’m not there.</i>			
Not at all true	12	13	—
A little true	29	39	—
Pretty much true	40	33	—
Very much true	19	15	—
<i>who listens to me when I have something to say.</i>			
Not at all true	7	14	—
A little true	23	28	—
Pretty much true	42	37	—
Very much true	28	22	—

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 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	68	—
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>			
Not at all true	8	9	—
A little true	17	27	—
Pretty much true	45	41	—
Very much true	30	22	—
<i>who always wants me to do my best.</i>			
Not at all true	4	8	—
A little true	18	20	—
Pretty much true	33	42	—
Very much true	45	30	—
<i>who believes that I will be a success.</i>			
Not at all true	14	10	—
A little true	17	24	—
Pretty much true	36	37	—
Very much true	33	29	—

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 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	34	25	—
<i>At school/When I participate in school,...</i>			
I do interesting activities.			
Not at all true	12	15	—
A little true	37	38	—
Pretty much true	34	35	—
Very much true	17	12	—
I help decide things like class activities or rules.			
Not at all true	33	48	—
A little true	37	33	—
Pretty much true	25	15	—
Very much true	5	5	—
I do things that make a difference.			
Not at all true	28	36	—
A little true	36	39	—
Pretty much true	25	18	—
Very much true	10	7	—
I have a say in how things work.			
Not at all true	33	45	—
A little true	34	34	—
Pretty much true	25	15	—
Very much true	8	6	—
I help decide school activities or rules.			
Not at all true	56	61	—
A little true	25	26	—
Pretty much true	12	8	—
Very much true	7	4	—

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 6 %	Grade 7 %	Grade 8 %
School connectedness			
<i>Average reporting “Agree” or “Strongly agree”</i>	65	55	—
School connectedness^ψ (<i>Remote Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>			—
I feel close to people at/from this school.			
Strongly disagree	3	4	—
Disagree	1	6	—
Neither disagree nor agree	19	26	—
Agree	58	42	—
Strongly agree	19	22	—
I am happy with/to be at this school.			
Strongly disagree	4	9	—
Disagree	4	12	—
Neither disagree nor agree	30	28	—
Agree	41	37	—
Strongly agree	21	14	—
I feel like I am part of this school.			
Strongly disagree	6	9	—
Disagree	9	12	—
Neither disagree nor agree	23	28	—
Agree	44	42	—
Strongly agree	17	9	—

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.

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	6	6	—
Disagree	12	12	—
Neither disagree nor agree	27	27	—
Agree	41	43	—
Strongly agree	13	12	—
I feel safe in my school.			
Strongly disagree	2	8	—
Disagree	7	10	—
Neither disagree nor agree	23	28	—
Agree	48	42	—
Strongly agree	20	12	—

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 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	68	60	—
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	2	2	—
Disagree	1	4	—
Neither disagree nor agree	12	15	—
Agree	46	47	—
Strongly agree	40	32	—
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	5	10	—
Disagree	15	22	—
Neither disagree nor agree	34	36	—
Agree	35	24	—
Strongly agree	11	8	—
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	4	5	—
Disagree	8	8	—
Neither disagree nor agree	28	29	—
Agree	45	42	—
Strongly agree	15	16	—
I am always trying to do better in my schoolwork.			
Strongly disagree	2	4	—
Disagree	4	5	—
Neither disagree nor agree	14	20	—
Agree	45	45	—
Strongly agree	36	27	—

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 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	19	6	—
Disagree	33	28	—
Neither disagree nor agree	26	26	—
Agree	12	25	—
Strongly agree	11	16	—

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 6 %	Grade 7 %	Grade 8 %
School boredom			
Low (0-3)	29	18	—
Moderate (4-6)	42	36	—
High (7-10)	29	46	—
Value of school			
High (0-3)	71	59	—
Moderate (4-6)	17	26	—
Low (7-10)	12	15	—

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 6 %	Grade 7 %	Grade 8 %
High Value	Low Boredom	28	17	—
	Moderate Boredom	32	26	—
	High Boredom	12	17	—
Moderate Value	Moderate Boredom	7	9	—
	High Boredom	9	16	—
Low Value	High Boredom	8	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)

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 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	58	50	—
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	4	4	—
Disagree	3	10	—
Neither disagree nor agree	24	29	—
Agree	50	44	—
Strongly agree	19	12	—
Parents feel welcome to participate at this school.			
Strongly disagree	3	2	—
Disagree	4	7	—
Neither disagree nor agree	42	43	—
Agree	40	39	—
Strongly agree	12	9	—
School staff take parent concerns seriously.			
Strongly disagree	5	4	—
Disagree	11	10	—
Neither disagree nor agree	33	41	—
Agree	38	35	—
Strongly agree	13	10	—

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 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	20	37	—
A little true	32	31	—
Pretty much true	33	21	—
Very much true	14	12	—

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 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	4	4	—
Disagree	10	11	—
Neither disagree nor agree	40	33	—
Agree	39	41	—
Strongly agree	6	10	—

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 6 %	Grade 7 %	Grade 8 %
No	79	68	—
Yes	21	32	—

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 6 %	Grade 7 %	Grade 8 %
No	90	85	—
Yes	10	15	—

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 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	53	—
Each day I look forward to having a lot of fun.			
Not at all true	13	16	—
A little true	25	32	—
Pretty much true	45	32	—
Very much true	18	21	—
I usually expect to have a good day.			
Not at all true	11	20	—
A little true	25	28	—
Pretty much true	40	30	—
Very much true	25	21	—
Overall, I expect more good things to happen to me than bad things.			
Not at all true	15	21	—
A little true	23	25	—
Pretty much true	40	31	—
Very much true	23	23	—

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 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	77	65	—
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	1	3	—
Dissatisfied	7	3	—
A little dissatisfied	1	6	—
A little satisfied	6	9	—
Satisfied	37	31	—
Very satisfied	47	49	—
my friendships as...			
Very dissatisfied	0	4	—
Dissatisfied	5	4	—
A little dissatisfied	1	6	—
A little satisfied	8	14	—
Satisfied	44	38	—
Very satisfied	41	34	—
my school experience as...			
Very dissatisfied	11	10	—
Dissatisfied	4	9	—
A little dissatisfied	9	14	—
A little satisfied	20	26	—
Satisfied	36	29	—
Very satisfied	19	12	—

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 6 %	Grade 7 %	Grade 8 %
<i>I would describe my satisfaction with...</i>			
myself as...			
Very dissatisfied	6	9	—
Dissatisfied	5	8	—
A little dissatisfied	5	11	—
A little satisfied	13	18	—
Satisfied	30	27	—
Very satisfied	40	27	—
where I live as...			
Very dissatisfied	0	4	—
Dissatisfied	2	2	—
A little dissatisfied	3	3	—
A little satisfied	6	11	—
Satisfied	31	35	—
Very satisfied	58	45	—

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 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	20	27	—
I had a hard time relaxing.			
Not at all true	43	42	—
A little true	36	37	—
Pretty much true	11	11	—
Very much true	11	10	—
I felt sad and down.			
Not at all true	46	43	—
A little true	29	27	—
Pretty much true	16	16	—
Very much true	10	14	—
I was easily irritated.			
Not at all true	43	31	—
A little true	29	22	—
Pretty much true	18	26	—
Very much true	10	22	—
It was hard for me to cope and I thought I would panic.			
Not at all true	71	62	—
A little true	17	21	—
Pretty much true	5	7	—
Very much true	7	10	—
It was hard for me to get excited about anything.			
Not at all true	68	62	—
A little true	21	20	—
Pretty much true	7	11	—
Very much true	4	7	—

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 6 %	Grade 7 %	Grade 8 %
Very safe	14	11	—
Safe	51	45	—
Neither safe nor unsafe	24	30	—
Unsafe	8	9	—
Very unsafe	3	5	—

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 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	84	78	—
1 time	9	10	—
2 or more times	7	12	—
Religion			
0 times	91	89	—
1 time	6	4	—
2 or more times	3	7	—
Gender			
0 times	86	88	—
1 time	8	5	—
2 or more times	6	7	—
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	86	86	—
1 time	3	3	—
2 or more times	11	10	—
A physical or mental disability			
0 times	93	94	—
1 time	3	3	—
2 or more times	4	3	—
<i>Any of the above five reasons</i>	32	34	—
<i>Any of the above five reasons (2 or more times)</i>	24	25	—

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 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	91	89	—
1 time	5	5	—
2 or more times	4	6	—
Any other reason			
0 times	76	70	—
1 time	5	6	—
2 or more times	19	24	—
Any harassment	42	48	—

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 6 %	Grade 7 %	Grade 8 %
School violence victimization			
<i>Average reporting “1 or more times”</i>	31	38	—
<i>During the past 12 months, how many times on school property have you...</i>			
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?			
0 times	67	63	—
1 time	15	14	—
2 to 3 times	9	13	—
4 or more times	10	9	—
been afraid of being beaten up?			
0 times	70	67	—
1 time	14	16	—
2 to 3 times	7	10	—
4 or more times	9	6	—
<i>During the past 12 months, how many times have you...</i>			
had mean rumors or lies spread about you?			
0 times	60	58	—
1 time	24	19	—
2 to 3 times	6	10	—
4 or more times	11	12	—
had sexual jokes, comments, or gestures made to you?			
0 times	79	63	—
1 time	6	14	—
2 to 3 times	7	9	—
4 or more times	9	14	—

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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
had your property stolen or deliberately damaged?			
0 times	79	75	—
1 time	16	11	—
2 to 3 times	3	8	—
4 or more times	2	6	—
been made fun of because of your looks or the way you talk?			
0 times	62	51	—
1 time	15	14	—
2 to 3 times	5	15	—
4 or more times	18	20	—
been made fun of, insulted, or called names?			
0 times	54	53	—
1 time	15	12	—
2 to 3 times	16	17	—
4 or more times	14	18	—
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)	75	67	—
1 time	12	16	—
2 to 3 times	11	11	—
4 or more times	3	6	—

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 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	2	8	—
<i>During the past 12 months, how many times on school property have you...</i>			
been in a physical fight?			
0 times	94	81	—
1 time	3	11	—
2 to 3 times	1	7	—
4 or more times	2	1	—
been offered, sold, or given an illegal drug?			
0 times	99	92	—
1 time	0	5	—
2 to 3 times	1	2	—
4 or more times	0	1	—
damaged school property on purpose?			
0 times	99	92	—
1 time	0	5	—
2 to 3 times	1	2	—
4 or more times	0	1	—
carried a gun?			
0 times	100	100	—
1 time	0	0	—
2 to 3 times	0	0	—
4 or more times	0	0	—
carried any other weapon (such as a knife or club)?			
0 times	97	96	—
1 time	1	3	—
2 to 3 times	0	0	—
4 or more times	2	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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times	86	86	—
1 time	9	8	—
2 to 3 times	2	4	—
4 or more times	3	3	—
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	96	94	—
1 time	3	4	—
2 to 3 times	0	1	—
4 or more times	1	1	—

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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
seen someone carrying a gun, knife, or other weapon?			
0 times	90	91	—
1 time	5	6	—
2 to 3 times	4	3	—
4 or more times	1	0	—

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 6 %	Grade 7 %	Grade 8 %	Table
Lifetime alcohol or drug use	11	13	—	A9.2
Lifetime marijuana use	2	5	—	A9.2
Lifetime very drunk or high (7 or more times)	0	1	—	A9.7
Current alcohol or drug use [¶]	4	7	—	A9.5
Current marijuana use [¶]	1	3	—	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 [¶]	3	4	—	A9.8
Harmfulness of occasional marijuana use ^B	36	34	—	A9.10
Difficulty of obtaining marijuana ^C	24	23	—	A9.11

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 6 %	Grade 7 %	Grade 8 %
Alcohol	7	9	—
Marijuana	2	5	—
Inhalants	3	5	—
Any other drug, pill, or medicine to get “high”	1	3	—
<i>Any of the above AOD use</i>	11	13	—

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

Table A9.3
Lifetime AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	93	91	—
1 time	5	5	—
2 to 3 times	2	3	—
4 or more times	1	1	—
Marijuana (smoke, vape, eat, or drink)			
0 times	98	95	—
1 time	1	1	—
2 to 3 times	0	2	—
4 or more times	1	2	—
Inhalants			
0 times	97	95	—
1 time	2	1	—
2 to 3 times	1	1	—
4 or more times	0	2	—
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	99	97	—
1 time	1	1	—
2 to 3 times	0	2	—
4 or more times	0	0	—

Question HS A.68-70, 76/MS A.69-71, 73: 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)... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A9.4
Methods of Marijuana Consumption

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>			
Smoke it?			
0 times	100	97	—
1 time	0	1	—
2 to 3 times	0	0	—
4 or more times	0	1	—
In a vaping device?			
0 times	98	97	—
1 time	1	0	—
2 to 3 times	1	1	—
4 or more times	0	1	—
Eat or drink it in products made with marijuana?			
0 times	100	97	—
1 time	0	1	—
2 to 3 times	0	1	—
4 or more times	0	1	—
<i>Ever used marijuana in all three ways</i>	0	1	—

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)	4	5	—
Binge drinking (5 or more drinks in a row)	1	2	—
Marijuana (smoke, vape, eat, or drink)	1	3	—
Inhalants	1	3	—
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	2	—
<i>Any drug use</i>	1	5	—
<i>Heavy drug use</i>	1	3	—
<i>Any AOD Use</i>	4	7	—

Question HS A.86-89, 91/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”)?... any other drug, pill, or medicine to get “high” or for reasons other than medical?...

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	96	95	—
1 or 2 days	4	3	—
3 to 9 days	0	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	99	97	—
1 or 2 days	0	1	—
3 to 9 days	1	0	—
10 to 19 days	0	1	—
20 to 30 days	0	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 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	98	98	—
1 to 2 times	2	2	—
3 to 6 times	0	0	—
7 or more times	0	0	—
“High” (loaded, stoned, or wasted) from using drugs			
0 times	100	95	—
1 to 2 times	0	2	—
3 to 6 times	0	2	—
7 or more times	0	1	—
<i>Very drunk or “high” 7 or more times</i>	0	1	—

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 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	98	98	—
1 to 2 days	1	1	—
3 or more days	1	1	—
Marijuana (smoke, vape, eat, or drink)			
0 days	100	98	—
1 to 2 days	0	1	—
3 or more days	0	1	—
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 days	99	99	—
1 to 2 days	1	1	—
3 or more days	0	0	—
<i>Any of the above</i>	3	4	—

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 6 %	Grade 7 %	Grade 8 %
0 times	100	97	—
1 to 2 times	0	1	—
3 to 6 times	0	1	—
7 or more times	0	1	—

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
Perceived Harm of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	28	25	—
Moderate	15	22	—
Slight	13	27	—
None	44	27	—
Alcohol - 5 or more drinks once or twice a week			
Great	33	44	—
Moderate	17	23	—
Slight	8	7	—
None	42	26	—
Marijuana - use occasionally			
Great	36	34	—
Moderate	18	25	—
Slight	6	14	—
None	40	26	—
Marijuana - use daily			
Great	55	59	—
Moderate	4	10	—
Slight	1	5	—
None	40	26	—

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 A9.11***Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	24	21	—
Fairly difficult	11	11	—
Fairly easy	6	14	—
Very easy	7	10	—
Don’t know	53	45	—
Marijuana			
Very difficult	24	23	—
Fairly difficult	13	14	—
Fairly easy	4	10	—
Very easy	5	7	—
Don’t know	54	46	—
Prescription drugs to get “high” or for reasons other than prescribed			
Very difficult	21	22	—
Fairly difficult	13	11	—
Fairly easy	5	11	—
Very easy	6	8	—
Don’t know	56	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 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	0	1	—	A10.2
Current cigarette smoking [¶]	0	1	—	A10.5
Current cigarette smoking at school [¶]	0	1	—	A10.9
Ever tried smokeless tobacco	2	2	—	A10.2
Current smokeless tobacco use [¶]	0	1	—	A10.5
Current smokeless tobacco use at school [¶]	0	1	—	A10.9
Ever used vape products	2	9	—	A10.2
Current use of vape products [¶]	1	4	—	A10.5
Current tobacco vaping [¶]	0	3	—	A10.6
Current marijuana vaping [¶]	0	2	—	A10.6
Current vaping at school [¶]	0	2	—	A10.9
Lifetime tobacco use	2	5	—	A10.2
Current tobacco use [¶]	0	4	—	A10.8
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^B	26	29	—	A10.14
Harmfulness of smoking 1 or more packs/day ^B	46	55	—	A10.14
Harmfulness of vaping occasionally ^B	33	34	—	A10.15
Harmfulness of vaping several times a day ^B	54	64	—	A10.15
Difficulty of obtaining cigarettes ^C	24	17	—	A10.16
Difficulty of obtaining vape products ^C	22	12	—	A10.16
Anti-Tobacco Policy				
School bans tobacco use and vaping	56	62	—	A10.17

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

[¶]Past 30 days.

^BGreat harm.

^CVery difficult.

Table A10.2***Lifetime Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	100	96	—
1 time	0	2	—
2 to 3 times	0	1	—
4 or more times	0	1	—
A whole cigarette			
0 times	100	99	—
1 time	0	0	—
2 to 3 times	0	0	—
4 or more times	0	1	—
Smokeless tobacco			
0 times	98	98	—
1 time	1	1	—
2 to 3 times	1	1	—
4 or more times	0	0	—
Vape products			
0 times	98	91	—
1 time	1	3	—
2 to 3 times	0	2	—
4 or more times	1	4	—
<i>Lifetime tobacco use</i>			
No	98	95	—
Yes	2	5	—

Question HS A.65-67/MS A.65-68: 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 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times	99	96	—
1 time	0	1	—
2 to 3 times	1	0	—
4 or more times	0	3	—
Vaped marijuana or THC			
0 times	100	97	—
1 time	0	0	—
2 to 3 times	0	1	—
4 or more times	0	1	—
Vaped other product			
0 times	99	96	—
1 time	1	1	—
2 to 3 times	0	1	—
4 or more times	0	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 6 %	Grade 7 %	Grade 8 %
Never vaped tobacco/nicotine or marijuana/THC	99	95	—
Vaped tobacco or nicotine only	1	2	—
Vaped marijuana or THC only	0	0	—
Vaped tobacco/nicotine and marijuana/THC	0	2	—

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 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any	0	1	—
Daily (20 or more days)	0	0	—
Smokeless tobacco			
Any	0	1	—
Daily (20 or more days)	0	0	—
Vape products			
Any	1	4	—
Daily (20 or more days)	1	1	—

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 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 days	100	97	—
1 or 2 days	0	2	—
3 to 9 days	0	0	—
10 to 19 days	0	0	—
20 to 30 days	0	1	—
Vaped marijuana or THC			
0 days	100	98	—
1 or 2 days	0	1	—
3 to 9 days	0	0	—
10 to 19 days	0	0	—
20 to 30 days	0	1	—
Vaped other product			
0 days	99	98	—
1 or 2 days	0	0	—
3 to 9 days	1	0	—
10 to 19 days	0	0	—
20 to 30 days	0	1	—

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 6 %	Grade 7 %	Grade 8 %
Did not vape tobacco/nicotine or marijuana/THC	100	96	—
Vaped tobacco or nicotine only	0	1	—
Vaped marijuana or THC only	0	0	—
Vaped tobacco/nicotine and marijuana/THC	0	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 6 %	Grade 7 %	Grade 8 %
No	100	96	—
Yes	0	4	—

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 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	100	99	—
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	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	—
Vape			
0 days	100	98	—
1 or 2 days	0	1	—
3 to 9 days	0	0	—
10 to 19 days	0	0	—
20 to 30 days	0	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 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 days	100	98	—
1 or 2 days	0	1	—
3 to 9 days	0	0	—
10 to 19 days	0	1	—
20 to 30 days	0	0	—
Vaped marijuana or THC			
0 days	100	98	—
1 or 2 days	0	0	—
3 to 9 days	0	0	—
10 to 19 days	0	1	—
20 to 30 days	0	1	—
Vaped other product			
0 days	100	98	—
1 or 2 days	0	1	—
3 to 9 days	0	0	—
10 to 19 days	0	0	—
20 to 30 days	0	1	—

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 6 %	Grade 7 %	Grade 8 %
Did not vape tobacco/nicotine or marijuana/THC	100	98	—
Vaped tobacco or nicotine only	0	1	—
Vaped marijuana or THC only	0	0	—
Vaped tobacco/nicotine and marijuana/THC	0	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 6 %	Grade 7 %	Grade 8 %
No	100	97	—
Yes	0	3	—

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 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	100	95	—
1 day	0	2	—
2 days	0	1	—
3-9 days	0	1	—
10-19 days	0	1	—
20-30 days	0	0	—

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***Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	26	29	—
Moderate	25	31	—
Slight	9	16	—
None	39	24	—
Smoke 1 or more packs of cigarettes each day			
Great	46	55	—
Moderate	10	14	—
Slight	4	7	—
None	40	24	—

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 A10.15***Perceived Harm of Vaping Tobacco or Nicotine***

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	33	34	—
Moderate	20	30	—
Slight	8	12	—
None	39	24	—
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	54	64	—
Moderate	4	7	—
Slight	2	4	—
None	40	25	—

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 A10.16***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	24	17	—
Fairly difficult	10	17	—
Fairly easy	5	13	—
Very easy	4	7	—
Don't know	58	47	—
Vape products			
Very difficult	22	12	—
Fairly difficult	12	12	—
Fairly easy	7	22	—
Very easy	7	18	—
Don't know	53	36	—

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 A10.17***School Bans Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
No	6	4	—
Yes	56	62	—
Don't know	39	34	—

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

Alone After School

	Grade 6 %	Grade 7 %	Grade 8 %
Never	52	40	—
1 day	15	18	—
2 days	12	14	—
3 days	8	11	—
4 days	0	2	—
5 days	12	14	—

Question MS A.109: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

Table A11.2

Gang Involvement

	Grade 6 %	Grade 7 %	Grade 8 %
No	97	96	—
Yes	3	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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
American Indian or Alaska Native			—
Asian or Asian American		50	—
Black or African American		42	—
Hispanic or Latino/a	62	50	—
Native Hawaiian or Pacific Islander			—
White	73	64	—
Multiracial	57	51	—
Something else		60	—
School Connectedness^{†ψ} (<i>Remote Only</i>)			
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		61	—
Black or African American		50	—
Hispanic or Latino/a	66	60	—
Native Hawaiian or Pacific Islander			—
White	66	61	—
Multiracial	68	63	—
Something else	70	55	—

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

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring[±]			
American Indian or Alaska Native			—
Asian or Asian American		46	—
Black or African American		47	—
Hispanic or Latino/a	48	51	—
Native Hawaiian or Pacific Islander			—
White	25	44	—
Multiracial	33	37	—
Something else		48	—
School is worthless and a waste of time[±]			
American Indian or Alaska Native			—
Asian or Asian American		12	—
Black or African American		24	—
Hispanic or Latino/a	13	14	—
Native Hawaiian or Pacific Islander			—
White	13	13	—
Multiracial	7	11	—
Something else		23	—
Current absenteeism (≥3 times)[¶]			
American Indian or Alaska Native			—
Asian or Asian American		21	—
Black or African American		18	—
Hispanic or Latino/a	4	22	—
Native Hawaiian or Pacific Islander			—
White	13	14	—
Multiracial	13	18	—
Something else	20	10	—

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

[±]Rating of 7 or higher.

[¶]Past 30 days.

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Trouble focusing on schoolwork^σ			
American Indian or Alaska Native			—
Asian or Asian American		35	—
Black or African American		56	—
Hispanic or Latino/a	26	41	—
Native Hawaiian or Pacific Islander			—
White	15	42	—
Multiracial	27	35	—
Something else		40	—
Caring adult relationships[‡]			
American Indian or Alaska Native			—
Asian or Asian American		51	—
Black or African American		45	—
Hispanic or Latino/a	54	45	—
Native Hawaiian or Pacific Islander			—
White	62	57	—
Multiracial	49	49	—
Something else		48	—
High expectations[‡]			
American Indian or Alaska Native			—
Asian or Asian American		61	—
Black or African American		65	—
Hispanic or Latino/a	71	63	—
Native Hawaiian or Pacific Islander			—
White	70	75	—
Multiracial	76	63	—
Something else		64	—

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.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation[‡]			
American Indian or Alaska Native			—
Asian or Asian American		29	—
Black or African American		26	—
Hispanic or Latino/a	30	19	—
Native Hawaiian or Pacific Islander			—
White	32	28	—
Multiracial	46	22	—
Something else		32	—
Facilities upkeep^σ			
American Indian or Alaska Native			—
Asian or Asian American		46	—
Black or African American		41	—
Hispanic or Latino/a	32	48	—
Native Hawaiian or Pacific Islander			—
White	49	56	—
Multiracial	40	58	—
Something else		56	—
Promotion of parental involvement in school[†]			
American Indian or Alaska Native			—
Asian or Asian American		51	—
Black or African American		39	—
Hispanic or Latino/a	63	44	—
Native Hawaiian or Pacific Islander			—
White	57	57	—
Multiracial	62	44	—
Something else	45	56	—

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.

^σ 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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
American Indian or Alaska Native			—
Asian or Asian American		65	—
Black or African American		38	—
Hispanic or Latino/a	55	52	—
Native Hawaiian or Pacific Islander			—
White	76	63	—
Multiracial	58	49	—
Something else		64	—
Experienced harassment due to five reasons^{λ§}			
American Indian or Alaska Native			—
Asian or Asian American		32	—
Black or African American		40	—
Hispanic or Latino/a	50	31	—
Native Hawaiian or Pacific Islander			—
White	27	28	—
Multiracial	36	49	—
Something else		45	—
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			—
Asian or Asian American		41	—
Black or African American		50	—
Hispanic or Latino/a	64	53	—
Native Hawaiian or Pacific Islander			—
White	38	42	—
Multiracial	45	57	—
Something else		45	—

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			—
Asian or Asian American		50	—
Black or African American		53	—
Hispanic or Latino/a	41	38	—
Native Hawaiian or Pacific Islander			—
White	48	36	—
Multiracial	45	57	—
Something else		37	—
Been afraid of being beaten up[§]			
American Indian or Alaska Native			—
Asian or Asian American		27	—
Black or African American		38	—
Hispanic or Latino/a	36	34	—
Native Hawaiian or Pacific Islander			—
White	29	29	—
Multiracial	45	40	—
Something else		30	—
Been in a physical fight[§]			
American Indian or Alaska Native			—
Asian or Asian American		38	—
Black or African American		40	—
Hispanic or Latino/a	5	17	—
Native Hawaiian or Pacific Islander			—
White	6	12	—
Multiracial	9	15	—
Something else		23	—

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus[§]			
American Indian or Alaska Native			—
Asian or Asian American		5	—
Black or African American		27	—
Hispanic or Latino/a	14	8	—
Native Hawaiian or Pacific Islander			—
White	10	9	—
Multiracial	9	11	—
Something else		7	—

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			—
Asian or Asian American		38	—
Black or African American		50	—
Hispanic or Latino/a	23	36	—
Native Hawaiian or Pacific Islander			—
White	31	25	—
Multiracial	27	40	—
Something else		27	—

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			—
Asian or Asian American		4	—
Black or African American		19	—
Hispanic or Latino/a	9	8	—
Native Hawaiian or Pacific Islander			—
White	2	6	—
Multiracial	0	3	—
Something else		10	—
Current tobacco use[¶]			
American Indian or Alaska Native			—
Asian or Asian American		0	—
Black or African American		18	—
Hispanic or Latino/a	0	2	—
Native Hawaiian or Pacific Islander			—
White	0	3	—
Multiracial	0	0	—
Something else		7	—
Current marijuana use[¶]			
American Indian or Alaska Native			—
Asian or Asian American		4	—
Black or African American		13	—
Hispanic or Latino/a	0	2	—
Native Hawaiian or Pacific Islander			—
White	2	0	—
Multiracial	0	0	—
Something else		7	—

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
American Indian or Alaska Native			—
Asian or Asian American		0	—
Black or African American		12	—
Hispanic or Latino/a	9	5	—
Native Hawaiian or Pacific Islander			—
White	2	6	—
Multiracial	0	0	—
Something else		7	—
Current alcohol use at school[¶]			
American Indian or Alaska Native			—
Asian or Asian American		4	—
Black or African American		7	—
Hispanic or Latino/a	4	1	—
Native Hawaiian or Pacific Islander			—
White	2	3	—
Multiracial	0	0	—
Something else		0	—
Current cigarette smoking[¶]			
American Indian or Alaska Native			—
Asian or Asian American		0	—
Black or African American		6	—
Hispanic or Latino/a	0	0	—
Native Hawaiian or Pacific Islander			—
White	0	1	—
Multiracial	0	0	—
Something else		7	—

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current use of vape products[¶]			
American Indian or Alaska Native			—
Asian or Asian American		4	—
Black or African American		18	—
Hispanic or Latino/a	0	2	—
Native Hawaiian or Pacific Islander			—
White	2	3	—
Multiracial	0	0	—
Something else		7	—
Current tobacco vaping[¶]			
American Indian or Alaska Native			—
Asian or Asian American		0	—
Black or African American		12	—
Hispanic or Latino/a	0	2	—
Native Hawaiian or Pacific Islander			—
White	0	3	—
Multiracial	0	0	—
Something else		7	—
Current marijuana vaping[¶]			
American Indian or Alaska Native			—
Asian or Asian American		0	—
Black or African American		18	—
Hispanic or Latino/a	0	0	—
Native Hawaiian or Pacific Islander			—
White	0	1	—
Multiracial	0	0	—
Something else		7	—

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
American Indian or Alaska Native			—
Asian or Asian American		42	—
Black or African American		53	—
Hispanic or Latino/a	61	57	—
Native Hawaiian or Pacific Islander			—
White	77	67	—
Multiracial	80	51	—
Something else	64	32	—
Bedtime (at 12 am or later)			
American Indian or Alaska Native			—
Asian or Asian American		17	—
Black or African American		12	—
Hispanic or Latino/a	30	14	—
Native Hawaiian or Pacific Islander			—
White	2	13	—
Multiracial	13	8	—
Something else	18	20	—

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

[‡]Today.

Table A12.6**Remote Schooling by Race/Ethnicity (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
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^σ			
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.

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

Table A12.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful opportunities^θ			
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.

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			—
Asian or Asian American		21	—
Black or African American		16	—
Hispanic or Latino/a	32	28	—
Native Hawaiian or Pacific Islander			—
White	13	27	—
Multiracial	18	39	—
Something else		16	—
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			—
Asian or Asian American		23	—
Black or African American		12	—
Hispanic or Latino/a	41	40	—
Native Hawaiian or Pacific Islander			—
White	10	27	—
Multiracial	27	44	—
Something else		25	—
Considered suicide[§]			
American Indian or Alaska Native			—
Asian or Asian American		5	—
Black or African American		19	—
Hispanic or Latino/a	19	24	—
Native Hawaiian or Pacific Islander			—
White	6	12	—
Multiracial	9	18	—
Something else		7	—

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 6 %	Grade 7 %	Grade 8 %
Optimism[‡]			
American Indian or Alaska Native			—
Asian or Asian American		70	—
Black or African American		63	—
Hispanic or Latino/a	51	42	—
Native Hawaiian or Pacific Islander			—
White	64	55	—
Multiracial	79	53	—
Something else		61	—
Life satisfaction[±]			
American Indian or Alaska Native			—
Asian or Asian American		74	—
Black or African American		55	—
Hispanic or Latino/a	73	60	—
Native Hawaiian or Pacific Islander			—
White	82	73	—
Multiracial	74	64	—
Something else		58	—

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 6	Grade 7	Grade 8
California Student Wellness Index^δ			
American Indian or Alaska Native			—
Asian or Asian American		106.5	—
Black or African American		101.7	—
Hispanic or Latino/a	100.9	101.5	—
Native Hawaiian or Pacific Islander			—
White	109.3	103.7	—
Multiracial	105.1	98.3	—
Something else		103.5	—

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.*

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Male	73	58	—
Female	61	55	—
Nonbinary			—
Something else			—
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Male			—
Female			—
Nonbinary			—
Something else			—
Academic Motivation[†]			
Male	67	58	—
Female	69	63	—
Nonbinary			—
Something else			—
School is really boring[±]			
Male	32	47	—
Female	25	43	—
Nonbinary			—
Something else			—
School is worthless and a waste of time[±]			
Male	17	16	—
Female	8	11	—
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 6 %	Grade 7 %	Grade 8 %
Current absenteeism (≥ 3 times)[¶]			
Male	15	17	—
Female	11	18	—
Nonbinary			—
Something else			—
Trouble focusing on schoolwork^σ			
Male	19	36	—
Female	24	43	—
Nonbinary			—
Something else			—
Caring adult relationships[‡]			
Male	72	51	—
Female	56	53	—
Nonbinary			—
Something else			—
High expectations[‡]			
Male	81	68	—
Female	69	68	—
Nonbinary			—
Something else			—
Meaningful participation[‡]			
Male	35	24	—
Female	34	26	—
Nonbinary			—
Something else			—

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

[¶]*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.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Facilities upkeep^σ			
Male	54	53	—
Female	40	52	—
Nonbinary			—
Something else			—
Promotion of parental involvement in school[‡]			
Male	66	52	—
Female	53	49	—
Nonbinary			—
Something else			—

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

^σPercent 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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Male	70	59	—
Female	64	55	—
Nonbinary			—
Something else			—
Experienced harassment due to five reasons^λ			
Male	24	31	—
Female	35	34	—
Nonbinary			—
Something else			—
Experienced any harassment or bullying[§]			
Male	32	43	—
Female	47	49	—
Nonbinary			—
Something else			—
Had mean rumors or lies spread about you[§]			
Male	36	39	—
Female	43	44	—
Nonbinary			—
Something else			—
Been afraid of being beaten up[§]			
Male	32	30	—
Female	26	33	—
Nonbinary			—
Something else			—

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§]			
Male	12	27	—
Female	2	9	—
Nonbinary			—
Something else			—
Seen a weapon on campus[§]			
Male	15	9	—
Female	5	8	—
Nonbinary			—
Something else			—

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male	20	29	—
Female	28	36	—
Nonbinary			—
Something else			—

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male	4	4	—
Female	3	8	—
Nonbinary			—
Something else			—
Current tobacco use[¶]			
Male	0	1	—
Female	0	5	—
Nonbinary			—
Something else			—
Current marijuana use[¶]			
Male	0	1	—
Female	2	3	—
Nonbinary			—
Something else			—
Current binge drinking[¶]			
Male	0	1	—
Female	2	2	—
Nonbinary			—
Something else			—
Very drunk or “high” 7 or more times, ever			
Male	0	0	—
Female	0	2	—
Nonbinary			—
Something else			—
Been drunk or “high” on drugs at school, ever			
Male	0	0	—
Female	0	6	—
Nonbinary			—
Something else			—

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Male	4	2	—
Female	3	6	—
Nonbinary			—
Something else			—
Current alcohol use at school[¶]			
Male	5	1	—
Female	0	1	—
Nonbinary			—
Something else			—
Current cigarette smoking[¶]			
Male	0	0	—
Female	0	1	—
Nonbinary			—
Something else			—
Current use of vape products[¶]			
Male	0	2	—
Female	2	5	—
Nonbinary			—
Something else			—
Current tobacco vaping[¶]			
Male	0	1	—
Female	0	5	—
Nonbinary			—
Something else			—
Current marijuana vaping[¶]			
Male	0	0	—
Female	0	3	—
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 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Male	75	58	—
Female	69	53	—
Nonbinary			—
Something else			—
Bedtime (at 12 am or later)			
Male	10	10	—
Female	12	15	—
Nonbinary			—
Something else			—

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

[‡]*Today.*

Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Male			—
Female			—
Nonbinary			—
Something else			—
Synchronous instruction (4 days or more)[‡]			
Male			—
Female			—
Nonbinary			—
Something else			—
Interest in schoolwork done from home^σ			
Male			—
Female			—
Nonbinary			—
Something else			—
Meaningful opportunities^θ			
Male			—
Female			—
Nonbinary			—
Something else			—

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

[¶]Past 30 days.

[‡]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A13.7
Social and Emotional Health by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Male	15	18	—
Female	20	33	—
Nonbinary			—
Something else			—
Experienced chronic sadness/hopelessness[§]			
Male	15	21	—
Female	23	40	—
Nonbinary			—
Something else			—
Considered suicide[§]			
Male	7	7	—
Female	8	21	—
Nonbinary			—
Something else			—
Optimism[‡]			
Male	75	58	—
Female	57	49	—
Nonbinary			—
Something else			—
Life satisfaction[‡]			
Male	82	67	—
Female	74	64	—
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 6	Grade 7	Grade 8
California Student Wellness Index[∘]			
Male	108.6	105.4	—
Female	105.7	100.4	—
Nonbinary			—
Something else			—

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

[∘]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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Less than high school			—
High school graduate		48	—
Some college		54	—
College degree	68	62	—
Don't know	57	47	—
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Less than high school			—
High school graduate			—
Some college			—
College degree			—
Don't know			—
Academic Motivation[†]			
Less than high school			—
High school graduate		50	—
Some college		74	—
College degree	70	60	—
Don't know	61	58	—
School is really boring[±]			
Less than high school			—
High school graduate		58	—
Some college		50	—
College degree	30	42	—
Don't know	32	50	—

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 6 %	Grade 7 %	Grade 8 %
School is worthless and a waste of time[±]			
Less than high school			—
High school graduate		21	—
Some college		8	—
College degree	11	11	—
Don't know	18	22	—
Current absenteeism (≥3 times)[¶]			
Less than high school			—
High school graduate		21	—
Some college		21	—
College degree	12	17	—
Don't know	18	15	—
Trouble focusing on schoolwork^σ			
Less than high school			—
High school graduate		54	—
Some college		38	—
College degree	21	37	—
Don't know	25	42	—
Caring adult relationships[‡]			
Less than high school			—
High school graduate		42	—
Some college		46	—
College degree	67	57	—
Don't know	50	45	—

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

Table A14.1***School Engagement and Supports by Parental Education – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations[‡]			
Less than high school			—
High school graduate		54	—
Some college		68	—
College degree	79	75	—
Don't know	59	59	—
Meaningful participation[‡]			
Less than high school			—
High school graduate		14	—
Some college		26	—
College degree	40	28	—
Don't know	19	24	—
Facilities upkeep^σ			
Less than high school			—
High school graduate		48	—
Some college		52	—
College degree	46	54	—
Don't know	46	51	—
Promotion of parental involvement in school[†]			
Less than high school			—
High school graduate		44	—
Some college		51	—
College degree	58	54	—
Don't know	54	44	—

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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Less than high school			—
High school graduate		52	—
Some college		45	—
College degree	65	61	—
Don't know	62	52	—
Experienced harassment due to five reasons[^]			
Less than high school			—
High school graduate		35	—
Some college		38	—
College degree	34	29	—
Don't know	31	42	—
Experienced any harassment or bullying[§]			
Less than high school			—
High school graduate		54	—
Some college		62	—
College degree	48	44	—
Don't know	31	51	—
Had mean rumors or lies spread about you[§]			
Less than high school			—
High school graduate		46	—
Some college		43	—
College degree	48	40	—
Don't know	20	44	—

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

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

[§]Past 12 months.

Table A14.2***School Safety by Parental Education – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Been afraid of being beaten up[§]			
Less than high school			—
High school graduate		30	—
Some college		40	—
College degree	34	32	—
Don't know	25	33	—
Been in a physical fight[§]			
Less than high school			—
High school graduate		17	—
Some college		15	—
College degree	8	14	—
Don't know	4	27	—
Seen a weapon on campus[§]			
Less than high school			—
High school graduate		9	—
Some college		16	—
College degree	12	8	—
Don't know	8	10	—

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

[§]Past 12 months.

Table A14.3***Cyberbullying by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Less than high school			—
High school graduate		42	—
Some college		38	—
College degree	32	31	—
Don't know	12	30	—

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Less than high school			—
High school graduate		4	—
Some college		13	—
College degree	6	5	—
Don't know	0	10	—
Current tobacco use[¶]			
Less than high school			—
High school graduate		4	—
Some college		4	—
College degree	0	3	—
Don't know	0	5	—
Current marijuana use[¶]			
Less than high school			—
High school graduate		4	—
Some college		4	—
College degree	1	1	—
Don't know	0	5	—
Current binge drinking[¶]			
Less than high school			—
High school graduate		0	—
Some college		9	—
College degree	1	1	—
Don't know	0	2	—

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or “high” 7 or more times, ever			
Less than high school			—
High school graduate		4	—
Some college		0	—
College degree	0	1	—
Don’t know	0	1	—
Been drunk or “high” on drugs at school, ever			
Less than high school			—
High school graduate		4	—
Some college		4	—
College degree	0	2	—
Don’t know	0	5	—
Current alcohol use[¶]			
Less than high school			—
High school graduate		0	—
Some college		13	—
College degree	6	4	—
Don’t know	0	7	—
Current alcohol use at school[¶]			
Less than high school			—
High school graduate		0	—
Some college		9	—
College degree	3	2	—
Don’t know	0	1	—

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current cigarette smoking[¶]			
Less than high school			—
High school graduate		0	—
Some college		0	—
College degree	0	1	—
Don't know	0	3	—
Current use of vape products[¶]			
Less than high school			—
High school graduate		4	—
Some college		4	—
College degree	1	4	—
Don't know	0	5	—
Current tobacco vaping[¶]			
Less than high school			—
High school graduate		4	—
Some college		4	—
College degree	0	3	—
Don't know	0	3	—
Current marijuana vaping[¶]			
Less than high school			—
High school graduate		4	—
Some college		4	—
College degree	0	1	—
Don't know	0	5	—

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

[¶]Past 30 days.

Table A14.5***Health Routines by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Less than high school			—
High school graduate		50	—
Some college		62	—
College degree	72	61	—
Don't know	71	49	—
Bedtime (at 12 am or later)			
Less than high school			—
High school graduate		29	—
Some college		4	—
College degree	12	11	—
Don't know	18	16	—

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

[‡]*Today.*

Table A14.6

Remote Schooling by Parental Education (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Less than high school			—
High school graduate		37	—
Some college		29	—
College degree	21	26	—
Don't know	18	23	—
Experienced chronic sadness/hopelessness[§]			
Less than high school			—
High school graduate		50	—
Some college		38	—
College degree	18	26	—
Don't know	31	33	—
Considered suicide[§]			
Less than high school			—
High school graduate		29	—
Some college		24	—
College degree	9	12	—
Don't know	15	15	—
Optimism[‡]			
Less than high school			—
High school graduate		43	—
Some college		60	—
College degree	64	55	—
Don't know	61	50	—

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 6 %	Grade 7 %	Grade 8 %
Life satisfaction[‡]			
Less than high school			–
High school graduate		55	–
Some college		61	–
College degree	79	72	–
Don't know	75	57	–
	Grade 6	Grade 7	Grade 8
California Student Wellness Index[∘]			
Less than high school			–
High school graduate		95.4	–
Some college		100.9	–
College degree	106.8	104.0	–
Don't know	106.4	101.3	–

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.

[∘]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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Not English learner	67	56	—
English learner	65	46	—
Don't know	48	56	—
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Not English learner			—
English learner			—
Don't know			—
Academic Motivation[†]			
Not English learner	67	58	—
English learner	85	70	—
Don't know	56	63	—
School is really boring[±]			
Not English learner	27	47	—
English learner	31	44	—
Don't know	31	42	—
School is worthless and a waste of time[±]			
Not English learner	8	14	—
English learner	17	9	—
Don't know	31	24	—
Current absenteeism (≥3 times)[¶]			
Not English learner	14	17	—
English learner	8	21	—
Don't know	8	18	—

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 6 %	Grade 7 %	Grade 8 %
Trouble focusing on schoolwork^σ			
Not English learner	19	40	—
English learner	58	38	—
Don't know	15	47	—
Caring adult relationships[‡]			
Not English learner	62	52	—
English learner	72	44	—
Don't know	54	49	—
High expectations[‡]			
Not English learner	76	68	—
English learner	86	68	—
Don't know	56	66	—
Meaningful participation[‡]			
Not English learner	34	24	—
English learner	38	32	—
Don't know	26	29	—
Facilities upkeep^σ			
Not English learner	48	51	—
English learner	55	53	—
Don't know	23	58	—
Promotion of parental involvement in school[‡]			
Not English learner	60	49	—
English learner	65	59	—
Don't know	36	47	—

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.

Table A15.2
School Safety by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Not English learner	70	56	—
English learner	50	53	—
Don't know	46	58	—
Experienced harassment due to five reasons^λ			
Not English learner	32	33	—
English learner	27	47	—
Don't know	36	29	—
Experienced any harassment or bullying[§]			
Not English learner	45	48	—
English learner	27	50	—
Don't know	36	39	—
Had mean rumors or lies spread about you[§]			
Not English learner	43	40	—
English learner	36	52	—
Don't know	27	39	—
Been afraid of being beaten up[§]			
Not English learner	31	31	—
English learner	40	34	—
Don't know	10	39	—
Been in a physical fight[§]			
Not English learner	4	18	—
English learner	10	31	—
Don't know	18	9	—
Seen a weapon on campus[§]			
Not English learner	10	8	—
English learner	20	13	—
Don't know	0	12	—

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not English learner	28	33	—
English learner	18	35	—
Don't know	9	25	—

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Not English learner	2	6	—
English learner	8	18	—
Don't know	8	6	—
Current alcohol or drug use[¶]			
Not English learner	0	2	—
English learner	0	12	—
Don't know	0	3	—
Current marijuana use[¶]			
Not English learner	1	2	—
English learner	0	12	—
Don't know	0	0	—
Current binge drinking[¶]			
Not English learner	1	1	—
English learner	0	6	—
Don't know	0	0	—
Very drunk or “high” 7 or more times, ever			
Not English learner	0	1	—
English learner	0	3	—
Don't know	0	0	—

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 6 %	Grade 7 %	Grade 8 %
Been drunk or “high” on drugs at school, ever			
Not English learner	0	3	—
English learner	0	9	—
Don’t know	0	0	—
Current alcohol use[¶]			
Not English learner	2	4	—
English learner	8	9	—
Don’t know	8	6	—
Current alcohol use at school[¶]			
Not English learner	2	2	—
English learner	0	3	—
Don’t know	0	3	—
Current cigarette smoking[¶]			
Not English learner	0	0	—
English learner	0	9	—
Don’t know	0	0	—
Current use of vape products[¶]			
Not English learner	1	2	—
English learner	0	15	—
Don’t know	0	3	—
Current tobacco vaping[¶]			
Not English learner	0	2	—
English learner	0	9	—
Don’t know	0	3	—
Current marijuana vaping[¶]			
Not English learner	0	1	—
English learner	0	12	—
Don’t know	0	0	—

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

[¶]Past 30 days.

Table A15.5***Health Routines by English Learner Status***

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Not English learner	73	58	—
English learner	69	35	—
Don't know	64	62	—
Bedtime (at 12 am or later)			
Not English learner	12	12	—
English learner	23	21	—
Don't know	14	21	—

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

[‡]*Today.*

Table A15.6

Remote Schooling by English Learner Status (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
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.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Not English learner	19	27	—
English learner	26	23	—
Don't know	20	29	—
Experienced chronic sadness/hopelessness[§]			
Not English learner	20	32	—
English learner	36	34	—
Don't know	18	32	—
Considered suicide[§]			
Not English learner	9	17	—
English learner	18	3	—
Don't know	9	19	—
Optimism[‡]			
Not English learner	65	51	—
English learner	60	56	—
Don't know	45	58	—
Life satisfaction[⌞]			
Not English learner	77	67	—
English learner		61	—
Don't know	80	61	—

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 6	Grade 7	Grade 8
California Student Wellness Index^δ			
Not English learner	106.3	102.4	—
English learner		102.1	—
Don't know	108.0	102.2	—

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

^δTo 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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Not currently in English Learner Program	67	56	—
Less than 7 years (EL)		44	—
7 years or more (LTEL)			—
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Not currently in English Learner Program			—
Less than 7 years (EL)			—
7 years or more (LTEL)			—
Academic Motivation[†]			
Not currently in English Learner Program	67	58	—
Less than 7 years (EL)	88	71	—
7 years or more (LTEL)			—
School is really boring[±]			
Not currently in English Learner Program	27	47	—
Less than 7 years (EL)	30	41	—
7 years or more (LTEL)			—
School is worthless and a waste of time[±]			
Not currently in English Learner Program	8	14	—
Less than 7 years (EL)	20	7	—
7 years or more (LTEL)			—
Current absenteeism (≥3 times)[¶]			
Not currently in English Learner Program	14	17	—
Less than 7 years (EL)	10	21	—
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 6 %	Grade 7 %	Grade 8 %
Trouble focusing on schoolwork^σ			
Not currently in English Learner Program	19	40	—
Less than 7 years (EL)		41	—
7 years or more (LTEL)			—
Caring adult relationships[‡]			
Not currently in English Learner Program	62	52	—
Less than 7 years (EL)	77	48	—
7 years or more (LTEL)			—
High expectations[‡]			
Not currently in English Learner Program	76	68	—
Less than 7 years (EL)		70	—
7 years or more (LTEL)			—
Meaningful participation[‡]			
Not currently in English Learner Program	34	24	—
Less than 7 years (EL)		35	—
7 years or more (LTEL)			—
Facilities upkeep^σ			
Not currently in English Learner Program	48	51	—
Less than 7 years (EL)		48	—
7 years or more (LTEL)			—
Promotion of parental involvement in school[‡]			
Not currently in English Learner Program	60	49	—
Less than 7 years (EL)	72	57	—
7 years or more (LTEL)			—

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.

Table A16.2***School Safety by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Not currently in English Learner Program	70	56	—
Less than 7 years (EL)		52	—
7 years or more (LTEL)			—
Experienced harassment due to five reasons^λ			
Not currently in English Learner Program	32	33	—
Less than 7 years (EL)		52	—
7 years or more (LTEL)			—
Experienced any harassment or bullying[§]			
Not currently in English Learner Program	45	48	—
Less than 7 years (EL)		55	—
7 years or more (LTEL)			—
Had mean rumors or lies spread about you[§]			
Not currently in English Learner Program	43	40	—
Less than 7 years (EL)		50	—
7 years or more (LTEL)			—
Been afraid of being beaten up[§]			
Not currently in English Learner Program	31	31	—
Less than 7 years (EL)		33	—
7 years or more (LTEL)			—
Been in a physical fight[§]			
Not currently in English Learner Program	4	18	—
Less than 7 years (EL)		33	—
7 years or more (LTEL)			—
Seen a weapon on campus[§]			
Not currently in English Learner Program	10	8	—
Less than 7 years (EL)		15	—
7 years or more (LTEL)			—

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

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

[§]Past 12 months.

Table A16.3***Cyberbullying by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not currently in English Learner Program	28	33	—
Less than 7 years (EL)		41	—
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Not currently in English Learner Program	2	6	—
Less than 7 years (EL)	0	21	—
7 years or more (LTEL)			—
Current tobacco use[¶]			
Not currently in English Learner Program	0	2	—
Less than 7 years (EL)	0	14	—
7 years or more (LTEL)			—
Current marijuana use[¶]			
Not currently in English Learner Program	1	2	—
Less than 7 years (EL)	0	14	—
7 years or more (LTEL)			—
Current binge drinking[¶]			
Not currently in English Learner Program	1	1	—
Less than 7 years (EL)	0	7	—
7 years or more (LTEL)			—
Very drunk or “high” 7 or more times, ever			
Not currently in English Learner Program	0	1	—
Less than 7 years (EL)	0	4	—
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 6 %	Grade 7 %	Grade 8 %
Been drunk or “high” on drugs at school, ever			
Not currently in English Learner Program	0	3	—
Less than 7 years (EL)	0	11	—
7 years or more (LTEL)			—
Current alcohol use[¶]			
Not currently in English Learner Program	2	4	—
Less than 7 years (EL)	0	10	—
7 years or more (LTEL)			—
Current alcohol use at school[¶]			
Not currently in English Learner Program	2	2	—
Less than 7 years (EL)		4	—
7 years or more (LTEL)			—
Current cigarette smoking[¶]			
Not currently in English Learner Program	0	0	—
Less than 7 years (EL)	0	10	—
7 years or more (LTEL)			—
Current use of vape products[¶]			
Not currently in English Learner Program	1	2	—
Less than 7 years (EL)	0	17	—
7 years or more (LTEL)			—
Current tobacco vaping[¶]			
Not currently in English Learner Program	0	2	—
Less than 7 years (EL)	0	10	—
7 years or more (LTEL)			—
Current marijuana vaping[¶]			
Not currently in English Learner Program	0	1	—
Less than 7 years (EL)	0	14	—
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 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Not currently in English Learner Program	73	58	—
Less than 7 years (EL)	70	34	—
7 years or more (LTEL)			—
Bedtime (at 12 am or later)			
Not currently in English Learner Program	12	12	—
Less than 7 years (EL)	30	24	—
7 years or more (LTEL)			—

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

[‡]*Today.*

Table A16.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
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^σ			
Not currently in English Learner Program			—
Less than 7 years (EL)			—
7 years or more (LTEL)			—
Meaningful opportunities^θ			
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.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Not currently in English Learner Program	19	27	—
Less than 7 years (EL)		23	—
7 years or more (LTEL)			—
Experienced chronic sadness/hopelessness[§]			
Not currently in English Learner Program	20	32	—
Less than 7 years (EL)		37	—
7 years or more (LTEL)			—
Considered suicide[§]			
Not currently in English Learner Program	9	17	—
Less than 7 years (EL)		4	—
7 years or more (LTEL)			—
Optimism[‡]			
Not currently in English Learner Program	65	51	—
Less than 7 years (EL)		56	—
7 years or more (LTEL)			—
Life satisfaction[‡]			
Not currently in English Learner Program	77	67	—
Less than 7 years (EL)		59	—
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.

[‡]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 6	Grade 7	Grade 8
California Student Wellness Index^δ			
Not currently in English Learner Program	106.3	102.4	—
Less than 7 years (EL)		101.5	—
7 years or more (LTEL)			—

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

^δTo 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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
No IEP	70	56	—
IEP		51	—
Don't know	48	56	—
Prefer not to say		31	—
School Connectedness^{†ψ} (<i>Remote Only</i>)			
No IEP			—
IEP			—
Don't know			—
Prefer not to say			—
Academic Motivation[†]			
No IEP	69	59	—
IEP		53	—
Don't know	66	68	—
Prefer not to say		59	—
School is really boring[±]			
No IEP	26	47	—
IEP		53	—
Don't know	38	41	—
Prefer not to say		40	—
School is worthless and a waste of time[±]			
No IEP	9	14	—
IEP		32	—
Don't know	20	12	—
Prefer not to say		10	—

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 6 %	Grade 7 %	Grade 8 %
Current absenteeism (≥ 3 times)[¶]			
No IEP	13	17	—
IEP		25	—
Don't know	0	13	—
Prefer not to say		36	—
Trouble focusing on schoolwork^σ			
No IEP	15	41	—
IEP		47	—
Don't know	56	37	—
Prefer not to say		45	—
Caring adult relationships[‡]			
No IEP	65	52	—
IEP		60	—
Don't know	54	44	—
Prefer not to say		47	—
High expectations[‡]			
No IEP	78	67	—
IEP		77	—
Don't know	65	67	—
Prefer not to say		63	—
Meaningful participation[‡]			
No IEP	35	25	—
IEP		26	—
Don't know	34	29	—
Prefer not to say		16	—

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

[¶]Past 30 days.

^σPercent 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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep^σ			
No IEP	52	50	—
IEP		56	—
Don't know	20	63	—
Prefer not to say		27	—
Promotion of parental involvement in school[†]			
No IEP	61	48	—
IEP		61	—
Don't know	42	55	—
Prefer not to say		52	—

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

^σPercent 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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
No IEP	70	57	—
IEP		53	—
Don't know	43	57	—
Prefer not to say		40	—
Experienced harassment due to five reasons^λ			
No IEP	26	28	—
IEP		44	—
Don't know	50	46	—
Prefer not to say			—
Experienced any harassment or bullying[§]			
No IEP	37	42	—
IEP		61	—
Don't know	57	58	—
Prefer not to say			—
Had mean rumors or lies spread about you[§]			
No IEP	41	39	—
IEP		41	—
Don't know	43	47	—
Prefer not to say		70	—
Been afraid of being beaten up[§]			
No IEP	29	29	—
IEP		47	—
Don't know	31	41	—
Prefer not to say		50	—

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

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

[§]Past 12 months.

Table A17.2***School Safety by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§]			
No IEP	6	18	—
IEP		25	—
Don't know	8	13	—
Prefer not to say		40	—
Seen a weapon on campus[§]			
No IEP	10	7	—
IEP		25	—
Don't know	15	10	—
Prefer not to say		20	—

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 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
No IEP	29	29	—
IEP		56	—
Don't know	7	36	—
Prefer not to say		60	—

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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
No IEP	3	6	—
IEP		22	—
Don't know	6	6	—
Prefer not to say		10	—
Current tobacco use[¶]			
No IEP	0	3	—
IEP		11	—
Don't know	0	4	—
Prefer not to say		10	—
Current marijuana use[¶]			
No IEP	1	2	—
IEP		6	—
Don't know	0	4	—
Prefer not to say		0	—
Current binge drinking[¶]			
No IEP	1	1	—
IEP		6	—
Don't know	0	4	—
Prefer not to say		0	—
Very drunk or “high” 7 or more times, ever			
No IEP	0	1	—
IEP		0	—
Don't know	0	0	—
Prefer not to say		0	—
Been drunk or “high” on drugs at school, ever			
No IEP	0	3	—
IEP		6	—
Don't know	0	4	—
Prefer not to say		0	—

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

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 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
No IEP	73	58	—
IEP		58	—
Don't know	81	48	—
Prefer not to say		64	—
Bedtime (at 12 am or later)			
No IEP	11	11	—
IEP		21	—
Don't know	12	19	—
Prefer not to say		27	—

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

[‡]*Today.*

Table A17.6**Remote Schooling by Individualized Education Plan (IEP) Placement *(Remote Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
No IEP			—
IEP			—
Don't know			—
Prefer not to say			—
Synchronous instruction (4 days or more)[‡]			
No IEP			—
IEP			—
Don't know			—
Prefer not to say			—
Interest in schoolwork done from home^σ			
No IEP			—
IEP			—
Don't know			—
Prefer not to say			—
Meaningful opportunities^θ			
No IEP			—
IEP			—
Don't know			—
Prefer not to say			—

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

[¶]Past 30 days.

[‡]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A17.7***Social and Emotional Health by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
No IEP	18	25	—
IEP		35	—
Don't know	26	28	—
Prefer not to say		42	—
Experienced chronic sadness/hopelessness[§]			
No IEP	15	28	—
IEP		56	—
Don't know	50	37	—
Prefer not to say			—
Considered suicide[§]			
No IEP	7	14	—
IEP		28	—
Don't know	21	17	—
Prefer not to say			—
Optimism[‡]			
No IEP	65	53	—
IEP		51	—
Don't know	60	53	—
Prefer not to say		40	—
Life satisfaction[‡]			
No IEP	80	67	—
IEP		61	—
Don't know	55	63	—
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 6	Grade 7	Grade 8
California Student Wellness Index^δ			
No IEP	107.6	103.4	—
IEP		98.8	—
Don't know	98.8	100.9	—
Prefer not to say			—

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

^δTo 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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Home with one or more parent or guardian	66	57	—
Foster home			—
Homeless			—
Other living arrangement		40	—
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Home with one or more parent or guardian			—
Foster home			—
Homeless			—
Other living arrangement			—
Academic Motivation[†]			
Home with one or more parent or guardian	68	59	—
Foster home			—
Homeless			—
Other living arrangement		65	—
School is really boring[±]			
Home with one or more parent or guardian	27	47	—
Foster home			—
Homeless			—
Other living arrangement		40	—
School is worthless and a waste of time[±]			
Home with one or more parent or guardian	12	13	—
Foster home			—
Homeless			—
Other living arrangement		26	—

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 6 %	Grade 7 %	Grade 8 %
Current absenteeism (≥ 3 times)[¶]			
Home with one or more parent or guardian	13	17	—
Foster home			—
Homeless			—
Other living arrangement		22	—
Trouble focusing on schoolwork^σ			
Home with one or more parent or guardian	21	41	—
Foster home			—
Homeless			—
Other living arrangement		41	—
Caring adult relationships[‡]			
Home with one or more parent or guardian	63	51	—
Foster home			—
Homeless			—
Other living arrangement		49	—
High expectations[‡]			
Home with one or more parent or guardian	75	68	—
Foster home			—
Homeless			—
Other living arrangement		62	—
Meaningful participation[‡]			
Home with one or more parent or guardian	34	26	—
Foster home			—
Homeless			—
Other living arrangement		20	—

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

[¶]Past 30 days.

^σPercent 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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep^σ			
Home with one or more parent or guardian	47	52	—
Foster home			—
Homeless			—
Other living arrangement		52	—
Promotion of parental involvement in school[†]			
Home with one or more parent or guardian	59	50	—
Foster home			—
Homeless			—
Other living arrangement		46	—

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

^σPercent 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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Home with one or more parent or guardian	67	56	—
Foster home			—
Homeless			—
Other living arrangement		58	—
Experienced harassment due to five reasons^λ			
Home with one or more parent or guardian	31	33	—
Foster home			—
Homeless			—
Other living arrangement		44	—
Experienced any harassment or bullying[§]			
Home with one or more parent or guardian	41	48	—
Foster home			—
Homeless			—
Other living arrangement		44	—
Had mean rumors or lies spread about you[§]			
Home with one or more parent or guardian	40	42	—
Foster home			—
Homeless			—
Other living arrangement		42	—
Been afraid of being beaten up[§]			
Home with one or more parent or guardian	30	32	—
Foster home			—
Homeless			—
Other living arrangement		37	—

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

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

[§]Past 12 months.

Table A18.2***School Safety by Living Situation – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§]			
Home with one or more parent or guardian	6	18	—
Foster home			—
Homeless			—
Other living arrangement		25	—
Seen a weapon on campus[§]			
Home with one or more parent or guardian	10	9	—
Foster home			—
Homeless			—
Other living arrangement		14	—

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

[§]Past 12 months.

Table A18.3***Cyberbullying by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Home with one or more parent or guardian	25	33	—
Foster home			—
Homeless			—
Other living arrangement		34	—

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Home with one or more parent or guardian	4	6	—
Foster home			—
Homeless			—
Other living arrangement		18	—
Current tobacco use[¶]			
Home with one or more parent or guardian	0	2	—
Foster home			—
Homeless			—
Other living arrangement		15	—
Current marijuana use[¶]			
Home with one or more parent or guardian	1	1	—
Foster home			—
Homeless			—
Other living arrangement		12	—
Current binge drinking[¶]			
Home with one or more parent or guardian	1	1	—
Foster home			—
Homeless			—
Other living arrangement		9	—
Very drunk or “high” 7 or more times, ever			
Home with one or more parent or guardian	0	1	—
Foster home			—
Homeless			—
Other living arrangement		0	—
Been drunk or “high” on drugs at school, ever			
Home with one or more parent or guardian	0	3	—
Foster home			—
Homeless			—
Other living arrangement		9	—

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Home with one or more parent or guardian	4	4	—
Foster home			—
Homeless			—
Other living arrangement		12	—
Current alcohol use at school[¶]			
Home with one or more parent or guardian	2	1	—
Foster home			—
Homeless			—
Other living arrangement		7	—
Current cigarette smoking[¶]			
Home with one or more parent or guardian	0	0	—
Foster home			—
Homeless			—
Other living arrangement		12	—
Current use of vape products[¶]			
Home with one or more parent or guardian	1	3	—
Foster home			—
Homeless			—
Other living arrangement		15	—
Current tobacco vaping[¶]			
Home with one or more parent or guardian	0	2	—
Foster home			—
Homeless			—
Other living arrangement		12	—
Current marijuana vaping[¶]			
Home with one or more parent or guardian	0	1	—
Foster home			—
Homeless			—
Other living arrangement		12	—

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

[¶]Past 30 days.

Table A18.5***Health Routines by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Home with one or more parent or guardian	72	59	—
Foster home			—
Homeless			—
Other living arrangement		33	—
Bedtime (at 12 am or later)			
Home with one or more parent or guardian	13	14	—
Foster home			—
Homeless			—
Other living arrangement		14	—

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

[‡]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
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)[‡]			
Home with one or more parent or guardian			—
Foster home			—
Homeless			—
Other living arrangement			—
Interest in schoolwork done from home^σ			
Home with one or more parent or guardian			—
Foster home			—
Homeless			—
Other living arrangement			—
Meaningful opportunities^θ			
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.

[‡]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A18.7
Social and Emotional Health by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Home with one or more parent or guardian	19	27	—
Foster home			—
Homeless			—
Other living arrangement		19	—
Experienced chronic sadness/hopelessness[§]			
Home with one or more parent or guardian	20	30	—
Foster home			—
Homeless			—
Other living arrangement		48	—
Considered suicide[§]			
Home with one or more parent or guardian	10	15	—
Foster home			—
Homeless			—
Other living arrangement		16	—
Optimism[‡]			
Home with one or more parent or guardian	64	54	—
Foster home			—
Homeless			—
Other living arrangement		44	—
Life satisfaction[‡]			
Home with one or more parent or guardian	77	67	—
Foster home			—
Homeless			—
Other living arrangement		52	—

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 6	Grade 7	Grade 8
California Student Wellness Index[∘]			
Home with one or more parent or guardian	106.5	102.6	—
Foster home			—
Homeless			—
Other living arrangement		99.7	—

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

[∘]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

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

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 youth¹⁷ 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

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/](https://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

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}

				School Boredom										
				School is really boring										
				Low Boredom				Moderate Boredom			High Boredom			
				0 Disagree	1	2	3	4	5	6	7	8	9	10 Agree
Value of School	School is worthless, a waste of time	High Value	0 Disagree	Optimal				2 High Value–Moderate Boredom Students valued school highly with moderate-level school boredom			3 High Value–High Boredom Students indicated school was very boring, yet they valued it highly			
			1	1 High Value–Low Boredom										
			2	Students did not think school was boring and valued school highly										
			3											
		Moderate Value	4	4 Moderate Value–Low Boredom				5 Moderate Value–Moderate Boredom Students with moderate-level school boredom and school value			6 Moderate Value–High Boredom Students indicated school was very boring, and valued it at a moderate level			
			5											
			6											
		Low Value	7	7 Low Value–Low Boredom				8 Low Value–Moderate Boredom			Suboptimal 9 Low Value–High Boredom Students indicated school was very boring, and valued it at a very low level			
			8											
			9											
			10 Agree											
		Only a low percentage of students' responses place them in groups 4, 7, and 8.												

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

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

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

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.

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