

CALIFORNIA HEALTHY KIDS SURVEY



Perris Union High Secondary 2024-2025 Main Report

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PREFACE

HYPERLINK FEATURE

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

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

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

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

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

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

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

Core Module

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

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

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

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

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).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

THE REPORT

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

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

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#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				✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	X
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	X
N. School Climate Module (SCM)	X
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	X
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	659	2,641	2,311	128
Final number	483	2,339	1,780	54
Response Rate	73%	89%	77%	42%

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

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	468	2,306	1,756	51
Remote learning only	15	33	24	3

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	45	51	51	58	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)	38	34	20		A6.4
Academic motivation [†]	58	58	59	51	A6.4
School is really boring [±]	46	46	48	26	A6.11
School is worthless and a waste of time [±]	15	14	14	12	A6.11
Current absenteeism (≥3 times) [¶]	20	18	20	38	A6.2
Trouble focusing on schoolwork ^σ	35	42	43	39	A6.10
Caring adult relationships [‡]	51	56	58	64	A6.4
High expectations [‡]	64	68	68	73	A6.4
Meaningful participation [‡]	24	23	26	23	A6.4
Facilities upkeep ^σ	38	43	45	73	A6.15
Promotion of parental involvement in school [†]	47	45	44	55	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe	51	59	63	72	A8.1
Experienced any harassment or bullying [§]	31	26	21	10	A8.2
Had mean rumors or lies spread about you [§]	31	28	26	12	A8.3
Been afraid of being beaten up [§]	21	13	9	2	A8.3
Been in a physical fight [§]	12	7	5	5	A8.4
Seen a weapon on campus [§]	10	7	6	2	A8.6
Cyberbullying [§]	25	24	18	14	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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	5	8	11	21	A9.5
Current tobacco use [¶]	1	4	5	19	A10.8
Current marijuana use [¶]	1	4	5	17	A9.5
Current binge drinking [¶]	0	2	4	8	A9.5
Very drunk or “high” 7 or more times, ever	0	3	6	17	A9.7
Been drunk or “high” on drugs at school, ever	1	4	6	19	A9.9
Current cigarette smoking [¶]	0	1	1	4	A10.5
Current use of vape products [¶]	2	5	6	19	A10.6
Current tobacco vaping [¶]	1	4	5	17	A10.6
Current marijuana vaping [¶]	1	3	3	13	A10.6
Health Routines					
Eating of breakfast [‡]	54	52	49	40	A4.1
Bedtime (at 12 am or later)	16	28	33	31	A4.2
Remote Schooling					
Remote learning frequency (5 days per week) ^{¶δ}	42	30	25		A5.1
Synchronous instruction (4 days or more) ^{‡δ}	8	0	9		A5.1
Interest in schoolwork done from home ^{σδ}	33	19	43		A5.3
Meaningful opportunities ^{θδ}	50	19	39		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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Social and Emotional Health					
Social emotional distress [‡]	21	24	26	27	A7.5
Experienced chronic sadness/hopelessness [§]	26	30	29	31	A7.1
Considered suicide [§]	10	10	10	17	A7.2
Optimism [‡]	45	48	45	37	A7.3
Life satisfaction [±]	65	64	65	67	A7.4
	Grade 7	Grade 9	Grade 11	NT	
California Student Wellness Index [°]	103.8	102.9	102.1	101.1	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 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	97	99	99	94
Remote Learning Model	3	1	1	6

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	46	50	49	48
Female	52	49	50	52
Nonbinary	1	1	1	0
Something else	1	1	1	0

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 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	90	94	93	90
Yes, I am transgender	1	1	2	0
I am not sure if I am transgender	4	1	1	6
Decline to respond	4	4	3	4

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

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

Table A3.4***Sexual Orientation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	77	81	79	65
Lesbian or Gay	3	3	3	4
Bisexual	3	6	7	13
Something else	2	2	2	6
Not sure	6	2	3	6
Decline to respond	9	7	6	6

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 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	1	0	0	0
Asian or Asian American, non-Hispanic	1	6	6	0
Black or African American, non-Hispanic	2	6	5	4
Hispanic or Latino/a	88	65	68	92
Native Hawaiian or Pacific Islander, non-Hispanic	0	1	0	0
White, non-Hispanic	3	13	13	2
Multiracial, non-Hispanic	2	6	6	2
Something else, non-Hispanic	3	2	2	0

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 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	87	92	93	92
Other relative's home	1	1	2	6
A home with more than one family	7	4	4	0
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	1	0	1	2
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	1	0	0
Other living arrangement	3	1	1	0

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

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

Table A3.7***Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home with one or more parent or guardian	87	92	93	92
Foster home	1	0	1	2
Homeless	1	1	1	0
Other living arrangement	11	7	6	6

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 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	16	12	17	43
Graduated from high school	24	25	25	33
Attended college but did not complete four-year degree	6	13	14	8
Graduated from college	16	31	33	8
Don't know	38	18	11	8

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 7 %	Grade 9 %	Grade 11 %	NT %
No	74	76	77	88
Yes	3	10	12	0
Don't know	22	12	10	12
Prefer not to say	1	2	1	0

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 7 %	Grade 9 %	Grade 11 %	NT %
No	61	79	82	79
Yes	18	9	9	10
Don't know	21	12	10	12

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 7 %	Grade 9 %	Grade 11 %	NT %
Not currently in English Learner Program	78	90	91	89
Less than 7 years (EL)	16	7	7	9
7 years or more (LTEL)	6	3	2	2

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 7 %	Grade 9 %	Grade 11 %	NT %
English	41	70	67	62
Spanish	57	26	30	38
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	1	1	0
Vietnamese	0	0	1	0
Korean	0	0	0	0
Arabic	0	0	0	0
Other	1	1	1	0

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

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

Table A3.13***English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	81	79	79	95
Well	14	17	17	5
Not well	4	2	3	0
Not at all	0	1	1	0
speak English?				
Very well	70	69	73	80
Well	23	23	20	20
Not well	7	5	7	0
Not at all	0	2	1	0
read English?				
Very well	72	68	70	80
Well	21	26	22	20
Not well	7	4	6	0
Not at all	0	2	1	0
write English?				
Very well	67	62	64	60
Well	25	30	28	40
Not well	6	5	7	0
Not at all	2	2	1	0
<i>English Language Proficiency Status</i>				
Proficient	69	66	69	75
Not proficient	31	34	31	25

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 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	79	82	81	96
1 day	4	4	4	0
2 days	4	3	3	0
3 days	3	2	3	0
4 days	2	3	3	2
5 days	7	5	7	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 7 %	Grade 9 %	Grade 11 %	NT %
No	91	90	93	92
Yes	3	7	5	6
Don't know	5	3	2	2

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 7 %	Grade 9 %	Grade 11 %	NT %
No	46	48	51	60
Yes	54	52	49	40

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 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	1	1	1	2
7:00-7:59 pm	1	1	1	0
8:00-8:59 pm	13	4	2	4
9:00-9:59 pm	26	16	10	8
10:00-10:59 pm	23	28	26	37
11:00-11:59 pm	20	22	28	19
12:00-12:59 am	8	14	17	15
After 1:00 am	8	13	16	15
<i>Bedtime at 12 am or later</i>	16	28	33	31

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 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	36	42	29	
Between 1 and 2 hours	36	33	33	
Between 2 and 3 hours	0	21	17	
Between 3 and 4 hours	18	0	8	
Between 4 and 5 hours	0	3	4	
More than 5 hours	9	0	8	
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	92	91	87	
1 day	0	3	4	
2 days	0	0	0	
3 days	0	6	0	
4 days	0	0	4	
5 days	8	0	4	
Number of weekdays participating in school from home for the entire school day				
0 days	42	21	25	
1 day	0	6	17	
2 days	8	18	17	
3 days	0	12	4	
4 days	8	12	13	
5 days	42	30	25	

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 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	25	42	39	
A little true	25	39	22	
Pretty much true	33	19	26	
Very much true	17	0	13	

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 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	42	16	17	
Disagree	17	22	4	
Neither disagree nor agree	8	44	35	
Agree	17	19	22	
Strongly agree	17	0	22	

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 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	12	18	18	4
A's and B's	39	29	34	21
Mostly B's	4	7	7	15
B's and C's	23	23	23	23
Mostly C's	5	7	6	8
C's and D's	9	11	8	19
Mostly D's	5	2	2	4
Mostly F's	3	4	2	6

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 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	42	37	33	21
1 day	20	24	25	17
2 days	18	20	21	23
3 or more days	20	18	20	38

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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	39	35	32	15
Illness (feeling physically sick), including problems with breathing or your teeth	41	47	52	69
Were being bullied or mistreated at school	2	2	1	0
Felt very sad, hopeless, anxious, stressed, or angry	6	10	11	21
Didn't get enough sleep	9	10	12	17
Didn't feel safe at school or going to and from school	1	2	1	0
Had to take care of or help a family member or friend	9	8	9	10
Wanted to spend time with friends	2	1	3	4
Used alcohol or drugs	0	1	1	2
Were behind in schoolwork or weren't prepared for a test or class assignment	3	6	10	10
Were bored or uninterested in school	5	8	10	10
Had no transportation to school	6	6	6	22
Other reason	19	18	14	15

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	46	49	51	53	
Caring relationships-adults in school [‡]	51	56	58	64	A6.5
High expectations-adults in school [‡]	64	68	68	73	A6.6
Meaningful participation at school [‡]	24	23	26	23	A6.7
School connectedness [†]	45	51	51	58	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>	38	34	20		A6.8
Academic motivation [†]	58	58	59	51	A6.9
Promotion of parental involvement in school [†]	47	45	44	55	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 7 %	Grade 9 %	Grade 11 %	NT %
Caring relationships-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	51	56	58	64
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	12	11	11	18
A little true	36	35	30	20
Pretty much true	33	34	35	27
Very much true	19	20	24	35
<i>who notices when I’m not there.</i>				
Not at all true	19	18	19	18
A little true	32	32	30	22
Pretty much true	32	31	31	29
Very much true	17	20	20	31
<i>who listens to me when I have something to say.</i>				
Not at all true	15	11	12	14
A little true	33	26	24	14
Pretty much true	30	37	38	41
Very much true	21	26	26	31

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 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	68	68	73
<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	11	10	11	20
A little true	27	26	26	8
Pretty much true	38	39	39	35
Very much true	24	25	25	37
<i>who always wants me to do my best.</i>				
Not at all true	8	6	7	6
A little true	21	20	20	16
Pretty much true	36	40	40	45
Very much true	35	34	33	33
<i>who believes that I will be a success.</i>				
Not at all true	12	9	10	8
A little true	27	24	24	22
Pretty much true	30	35	34	35
Very much true	31	32	32	35

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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	24	23	26	23
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	21	19	22	35
A little true	38	37	33	25
Pretty much true	28	28	27	21
Very much true	13	16	18	19
I help decide things like class activities or rules.				
Not at all true	52	56	53	65
A little true	28	26	27	23
Pretty much true	13	12	15	6
Very much true	6	5	6	6
I do things that make a difference.				
Not at all true	40	41	40	42
A little true	35	36	33	31
Pretty much true	18	17	20	17
Very much true	7	7	7	10
I have a say in how things work.				
Not at all true	49	52	50	54
A little true	33	29	29	23
Pretty much true	11	13	16	15
Very much true	7	6	5	8
I help decide school activities or rules.				
Not at all true	65	69	64	73
A little true	21	18	21	17
Pretty much true	9	8	10	2
Very much true	5	5	4	8

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 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	45	51	51	58
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	38	34	20	
I feel close to people at/from this school.				
Strongly disagree	6	4	7	16
Disagree	7	7	9	14
Neither disagree nor agree	29	30	29	35
Agree	42	43	40	27
Strongly agree	16	15	15	8
I am happy with/to be at this school.				
Strongly disagree	9	7	8	8
Disagree	13	11	11	0
Neither disagree nor agree	36	36	37	39
Agree	29	37	35	33
Strongly agree	14	9	9	20
I feel like I am part of this school.				
Strongly disagree	8	7	8	4
Disagree	15	10	14	6
Neither disagree nor agree	40	41	37	37
Agree	26	33	33	37
Strongly agree	11	8	9	16

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.

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	6	4	4	2
Disagree	16	9	7	2
Neither disagree nor agree	39	32	34	24
Agree	29	44	45	47
Strongly agree	10	11	10	25
I feel safe in my school.				
Strongly disagree	6	4	4	4
Disagree	9	6	5	0
Neither disagree nor agree	37	34	34	27
Agree	32	44	46	47
Strongly agree	16	12	11	22

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 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	58	58	59	51
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	3	2	2	2
Disagree	4	4	5	10
Neither disagree nor agree	22	23	19	27
Agree	42	47	49	35
Strongly agree	29	25	26	25
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	10	9	7	10
Disagree	19	19	18	14
Neither disagree nor agree	36	40	37	41
Agree	25	23	28	25
Strongly agree	11	9	10	10
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	5	4	3	6
Disagree	8	8	10	4
Neither disagree nor agree	31	32	30	39
Agree	38	41	43	41
Strongly agree	18	15	14	10
I am always trying to do better in my schoolwork.				
Strongly disagree	3	3	2	2
Disagree	4	4	5	8
Neither disagree nor agree	22	22	25	31
Agree	41	44	44	37
Strongly agree	29	27	24	22

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 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	10	6	6	6
Disagree	18	20	21	22
Neither disagree nor agree	38	31	30	33
Agree	24	28	29	27
Strongly agree	11	15	14	12

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 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	18	13	13	26
Moderate (4-6)	36	41	39	48
High (7-10)	46	46	48	26
Value of school				
High (0-3)	58	60	60	64
Moderate (4-6)	28	26	26	24
Low (7-10)	15	14	14	12

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

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

Table A6.12***School Boredom Profile Groups***

Value of School	School Boredom	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High Value	Low Boredom	16	12	12	22
	Moderate Boredom	24	29	27	30
	High Boredom	18	20	21	12
Moderate Value	Moderate Boredom	9	11	10	16
	High Boredom	17	14	15	6
Low Value	High Boredom	11	12	12	8

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 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	47	45	44	55
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	3	5	2
Disagree	10	10	11	2
Neither disagree nor agree	40	35	35	35
Agree	34	42	40	41
Strongly agree	14	9	9	20
Parents feel welcome to participate at this school.				
Strongly disagree	3	3	4	2
Disagree	5	6	8	0
Neither disagree nor agree	42	47	46	51
Agree	37	36	34	31
Strongly agree	13	7	8	16
School staff take parent concerns seriously.				
Strongly disagree	3	6	6	2
Disagree	9	11	12	0
Neither disagree nor agree	43	43	42	41
Agree	31	32	31	39
Strongly agree	13	8	9	18

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 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	30	23	24	18
A little true	33	34	32	22
Pretty much true	22	24	25	33
Very much true	15	19	19	27

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 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	9	6	6	2
Disagree	13	13	16	0
Neither disagree nor agree	41	38	33	24
Agree	30	37	38	59
Strongly agree	7	6	7	14

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 7 %	Grade 9 %	Grade 11 %	NT %
No	74	70	71	69
Yes	26	30	29	31

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 7 %	Grade 9 %	Grade 11 %	NT %
No	90	90	90	83
Yes	10	10	10	17

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 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	45	48	45	37
Each day I look forward to having a lot of fun.				
Not at all true	22	19	22	26
A little true	32	36	39	48
Pretty much true	29	29	26	21
Very much true	17	16	13	5
I usually expect to have a good day.				
Not at all true	23	19	21	21
A little true	34	32	31	33
Pretty much true	28	33	33	33
Very much true	15	16	15	12
Overall, I expect more good things to happen to me than bad things.				
Not at all true	25	20	22	29
A little true	28	31	29	31
Pretty much true	28	29	29	24
Very much true	19	20	19	17

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 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	65	64	65	67
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	4	4	4	3
Dissatisfied	2	3	5	8
A little dissatisfied	7	7	6	13
A little satisfied	9	13	12	3
Satisfied	30	34	36	50
Very satisfied	48	39	38	25
my friendships as...				
Very dissatisfied	3	3	3	8
Dissatisfied	4	2	3	0
A little dissatisfied	5	7	5	3
A little satisfied	14	16	13	15
Satisfied	33	38	41	48
Very satisfied	41	34	36	28
my school experience as...				
Very dissatisfied	9	7	8	5
Dissatisfied	8	9	8	10
A little dissatisfied	20	16	16	13
A little satisfied	25	28	28	25
Satisfied	20	28	29	35
Very satisfied	18	12	11	13

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 7 %	Grade 9 %	Grade 11 %	NT %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	10	7	7	13
Dissatisfied	8	7	8	8
A little dissatisfied	9	12	12	5
A little satisfied	18	18	17	20
Satisfied	26	30	33	35
Very satisfied	29	26	24	20
where I live as...				
Very dissatisfied	4	3	3	5
Dissatisfied	3	2	4	3
A little dissatisfied	5	6	6	5
A little satisfied	10	10	11	8
Satisfied	29	35	36	52
Very satisfied	49	43	40	28

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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	21	24	26	27
I had a hard time relaxing.				
Not at all true	50	44	41	45
A little true	30	32	30	33
Pretty much true	13	15	17	19
Very much true	7	9	11	2
I felt sad and down.				
Not at all true	51	47	44	40
A little true	24	28	30	33
Pretty much true	15	14	14	21
Very much true	10	11	12	5
I was easily irritated.				
Not at all true	47	36	33	24
A little true	20	25	27	33
Pretty much true	18	19	22	21
Very much true	15	20	18	21
It was hard for me to cope and I thought I would panic.				
Not at all true	69	66	64	61
A little true	18	18	19	17
Pretty much true	7	9	9	15
Very much true	7	8	8	7
It was hard for me to get excited about anything.				
Not at all true	64	62	61	55
A little true	22	23	21	21
Pretty much true	8	9	10	19
Very much true	6	7	7	5

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 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	15	14	14	40
Safe	35	45	49	33
Neither safe nor unsafe	42	35	32	28
Unsafe	4	4	3	0
Very unsafe	4	3	2	0

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 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	89	86	91	100
1 time	6	5	3	0
2 or more times	5	8	6	0
Religion				
0 times	95	95	97	100
1 time	2	3	1	0
2 or more times	2	2	2	0
Gender				
0 times	96	94	95	95
1 time	2	3	2	0
2 or more times	2	4	3	5
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	92	92	94	95
1 time	3	3	2	0
2 or more times	5	5	4	5
A physical or mental disability				
0 times	96	95	96	100
1 time	1	3	1	0
2 or more times	3	3	3	0
<i>Any of the above five reasons</i>	21	21	16	5
<i>Any of the above five reasons (2 or more times)</i>	13	15	12	5

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 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	94	95	96	100
1 time	5	2	2	0
2 or more times	1	3	2	0
Any other reason				
0 times	83	86	88	93
1 time	7	5	3	2
2 or more times	10	9	8	5
<i>Any harassment</i>	31	26	21	10

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 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization				
<i>Average reporting “1 or more times”</i>	25	21	17	7
<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	78	86	90	98
1 time	10	7	6	0
2 to 3 times	7	4	3	2
4 or more times	5	3	1	0
been afraid of being beaten up?				
0 times	79	87	91	98
1 time	11	9	5	0
2 to 3 times	5	2	2	2
4 or more times	5	2	2	0
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	69	72	74	88
1 time	15	12	11	2
2 to 3 times	7	9	8	7
4 or more times	9	7	6	2
had sexual jokes, comments, or gestures made to you?				
0 times	84	77	78	91
1 time	8	8	7	2
2 to 3 times	3	6	7	7
4 or more times	5	9	8	0

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 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had your property stolen or deliberately damaged?				
0 times	82	86	91	100
1 time	10	9	5	0
2 to 3 times	6	4	2	0
4 or more times	2	2	1	0
been made fun of because of your looks or the way you talk?				
0 times	65	71	76	84
1 time	14	11	10	7
2 to 3 times	9	8	7	9
4 or more times	12	11	7	0
been made fun of, insulted, or called names?				
0 times	71	75	82	88
1 time	10	8	6	9
2 to 3 times	6	8	6	0
4 or more times	12	10	6	2
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	76	82	86
1 time	14	11	9	2
2 to 3 times	5	7	6	5
4 or more times	7	5	4	7

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 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	5	4	4	2
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	88	93	95	95
1 time	7	4	3	5
2 to 3 times	4	2	1	0
4 or more times	1	1	1	0
been offered, sold, or given an illegal drug?				
0 times	90	91	90	93
1 time	5	5	4	0
2 to 3 times	2	2	3	5
4 or more times	2	2	3	2
damaged school property on purpose?				
0 times	97	96	98	100
1 time	2	2	1	0
2 to 3 times	1	1	1	0
4 or more times	0	1	0	0
carried a gun?				
0 times	99	99	99	100
1 time	0	1	0	0
2 to 3 times	1	0	0	0
4 or more times	0	0	0	0
carried any other weapon (such as a knife or club)?				
0 times	98	98	98	100
1 time	1	1	1	0
2 to 3 times	0	0	0	0
4 or more times	1	0	1	0

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

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

Table A8.5***Threats and Injuries with Weapons at School, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	93	93	95	100
1 time	4	4	2	0
2 to 3 times	2	2	2	0
4 or more times	0	1	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	98	96	98	100
1 time	2	2	1	0
2 to 3 times	0	1	1	0
4 or more times	0	1	0	0

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

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

Table A8.6***Weapons Possession on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	90	93	94	98
1 time	7	5	4	0
2 to 3 times	2	1	2	0
4 or more times	1	1	1	2

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drug use	13	20	26	44	A9.2
Lifetime marijuana use	2	9	14	40	A9.2
Lifetime very drunk or high (7 or more times)	0	3	6	17	A9.7
Current alcohol or drug use [¶]	5	8	11	21	A9.5
Current marijuana use [¶]	1	4	5	17	A9.5
Current heavy drug use [¶]	1	3	4	13	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	2	4	8	A9.5
Current alcohol or drug use on school property [¶]	2	3	3	16	A9.8
Harmfulness of occasional marijuana use ^B	32	35	35	18	A9.11
Difficulty of obtaining marijuana ^C	18	12	9	13	A9.12

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

Table A9.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	7	14	20	33
Marijuana	2	9	14	40
Inhalants	4	2	2	13
Cocaine, methamphetamine, or any amphetamines	na	1	1	2
Ecstasy, LSD, or other psychedelics	na	2	3	15
Prescription pain medication (opioids)	na	2	3	2
Cold/cough medicines or other over-the-counter medicines to get “high”	na	4	4	6
Any other drug, pill, or medicine to get “high”	1	2	3	4
<i>Any of the above AOD use</i>	13	20	26	44

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

na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	93	86	80	67
1 time	4	5	6	4
2 to 3 times	2	4	4	8
4 or more times	2	5	10	21
Marijuana (smoke, vape, eat, or drink)				
0 times	98	91	86	60
1 time	1	2	3	6
2 to 3 times	0	2	3	6
4 or more times	1	5	8	27
Inhalants				
0 times	96	98	98	88
1 time	1	1	1	2
2 to 3 times	1	1	0	4
4 or more times	1	1	1	6
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	99	98
1 time	na	0	0	0
2 to 3 times	na	0	0	2
4 or more times	na	1	1	0
Ecstasy, LSD, or other psychedelics				
0 times	na	98	97	85
1 time	na	1	1	2
2 to 3 times	na	0	1	4
4 or more times	na	1	1	9
Prescription pain medication				
0 times	na	98	97	98
1 time	na	1	1	2
2 to 3 times	na	1	1	0
4 or more times	na	1	1	0

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

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

na—Not asked of middle school students.

Table A9.3

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	96	96	94
1 time	na	1	1	0
2 to 3 times	na	1	2	4
4 or more times	na	2	2	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	99	98	97	96
1 time	1	1	1	0
2 to 3 times	0	0	1	2
4 or more times	0	1	1	2

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

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

na—Not asked of middle school students.

Table A9.4
Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	99	94	90	71
1 time	0	2	2	2
2 to 3 times	0	2	2	6
4 or more times	1	3	6	21
In a vaping device?				
0 times	99	93	89	76
1 time	0	2	2	2
2 to 3 times	0	2	2	0
4 or more times	1	4	7	22
Eat or drink it in products made with marijuana?				
0 times	99	95	91	79
1 time	0	2	3	2
2 to 3 times	0	2	3	2
4 or more times	0	2	3	17
<i>Ever used marijuana in all three ways</i>	0	3	7	21

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	3	6	9	10
Binge drinking (5 or more drinks in a row)	0	2	4	8
Marijuana (smoke, vape, eat, or drink)	1	4	5	17
Inhalants	1	1	1	0
Prescription drugs to get “high” or for reasons other than prescribed	na	1	1	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	1	1	0
<i>Any drug use</i>	2	5	6	17
<i>Heavy drug use</i>	1	3	4	13
<i>Any AOD Use</i>	5	8	11	21
Two or more substances at the same time	na	1	2	6

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

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”). na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	97	94	91	90
1 or 2 days	2	4	6	4
3 to 9 days	0	1	2	4
10 to 19 days	0	0	0	2
20 to 30 days	0	0	0	0
Binge drinking (5 or more drinks in a row)				
0 days	100	98	96	92
1 or 2 days	0	1	3	4
3 to 9 days	0	1	1	2
10 to 19 days	0	0	0	2
20 to 30 days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	99	96	95	83
1 or 2 days	0	2	2	4
3 to 9 days	0	1	1	0
10 to 19 days	0	1	1	4
20 to 30 days	0	1	2	9

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 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	98	94	90	79
1 to 2 times	2	4	6	10
3 to 6 times	0	1	2	4
7 or more times	0	1	1	6
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	92	88	73
1 to 2 times	1	3	4	2
3 to 6 times	0	2	2	8
7 or more times	0	3	5	17
<i>Very drunk or “high” 7 or more times</i>	0	3	6	17

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	98	98	98
1 to 2 days	2	1	2	0
3 or more days	0	1	1	2
Marijuana (smoke, vape, eat, or drink)				
0 days	100	98	98	89
1 to 2 days	0	1	1	4
3 or more days	0	1	1	7
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	99	100	96
1 to 2 days	0	0	0	4
3 or more days	0	0	0	0
<i>Any of the above</i>	2	3	3	16

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 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	96	94	81
1 to 2 times	1	2	2	6
3 to 6 times	0	1	1	0
7 or more times	0	1	3	13

Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	95	92	79
0 times	na	3	5	6
1 time	na	1	1	4
2 to 3 times	na	1	1	4
4 or more times	na	0	1	6
Marijuana				
Does not apply, don't use	na	95	92	74
0 times	na	2	3	2
1 time	na	2	2	6
2 to 3 times	na	1	2	6
4 or more times	na	1	1	11

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

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	26	30	31	20
Moderate	14	21	23	31
Slight	16	21	22	24
None	43	28	24	24
Alcohol - 5 or more drinks once or twice a week				
Great	35	46	51	53
Moderate	12	21	22	22
Slight	9	8	6	4
None	44	25	20	20
Marijuana - use occasionally				
Great	32	35	35	18
Moderate	17	23	24	38
Slight	7	15	18	20
None	44	27	24	24
Marijuana - use daily				
Great	44	54	54	42
Moderate	7	14	17	22
Slight	4	6	8	16
None	44	26	21	20

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	14	11	9	11
Fairly difficult	7	10	9	7
Fairly easy	11	17	19	18
Very easy	13	21	27	24
Don’t know	54	42	36	40
Marijuana				
Very difficult	18	12	9	13
Fairly difficult	9	9	8	4
Fairly easy	6	15	19	16
Very easy	11	19	27	29
Don’t know	56	45	37	38
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	17	15	13	18
Fairly difficult	10	10	12	11
Fairly easy	7	12	13	13
Very easy	10	13	15	16
Don’t know	57	50	46	42

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	0	2	5	19	A10.2
Current cigarette smoking [¶]	0	1	1	4	A10.5
Current cigarette smoking at school [¶]	0	0	1	0	A10.9
Ever tried smokeless tobacco	1	3	4	2	A10.2
Current smokeless tobacco use [¶]	0	1	1	0	A10.5
Current smokeless tobacco use at school [¶]	0	1	1	0	A10.9
Ever used vape products	7	13	16	31	A10.2
Current use of vape products [¶]	2	5	6	19	A10.5
Current tobacco vaping [¶]	1	4	5	17	A10.6
Current marijuana vaping [¶]	1	3	3	13	A10.6
Current vaping at school [¶]	2	3	3	11	A10.9
Lifetime tobacco use	5	12	13	31	A10.2
Current tobacco use [¶]	1	4	5	19	A10.8
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	4	5	23	A10.14
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	27	32	35	29	A10.15
Harmfulness of smoking 1 or more packs/day ^B	38	54	62	58	A10.15
Harmfulness of vaping occasionally ^B	30	34	37	27	A10.16
Harmfulness of vaping several times a day ^B	44	60	64	58	A10.16
Difficulty of obtaining cigarettes ^C	16	12	10	11	A10.17
Difficulty of obtaining vape products ^C	8	9	7	9	A10.17
Anti-Tobacco Policy					
School bans tobacco use and vaping	59	71	77	89	A10.18

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	98	na	na	na
1 time	2	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	100	98	95	81
1 time	0	1	2	0
2 to 3 times	0	0	2	4
4 or more times	0	1	2	15
Smokeless tobacco				
0 times	99	97	96	98
1 time	0	1	2	0
2 to 3 times	0	1	1	0
4 or more times	1	1	1	2
Vape products				
0 times	93	87	84	69
1 time	3	4	4	6
2 to 3 times	1	3	3	0
4 or more times	2	6	8	25
<i>Lifetime tobacco use</i>				
No	95	88	87	69
Yes	5	12	13	31

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.

na—Not asked of high school students.

Table A10.3***Substances Ever Vaped***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	96	90	89	73
1 time	2	3	3	4
2 to 3 times	1	2	2	2
4 or more times	1	5	6	21
Vaped marijuana or THC				
0 times	98	93	90	75
1 time	1	1	1	2
2 to 3 times	0	2	2	0
4 or more times	1	4	7	23
Vaped other product				
0 times	99	97	96	87
1 time	0	1	1	0
2 to 3 times	0	1	1	2
4 or more times	0	2	2	11

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 7 %	Grade 9 %	Grade 11 %	NT %
Never vaped tobacco/nicotine or marijuana/THC	96	89	87	71
Vaped tobacco or nicotine only	2	4	3	4
Vaped marijuana or THC only	0	1	1	2
Vaped tobacco/nicotine and marijuana/THC	1	6	9	23

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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	0	1	1	4
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	0	1	1	0
Daily (20 or more days)	0	0	0	0
Vape products				
Any	2	5	6	19
Daily (20 or more days)	0	2	2	8

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 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 days	99	96	95	83
1 or 2 days	0	1	1	6
3 to 9 days	0	1	1	0
10 to 19 days	0	1	1	4
20 to 30 days	0	1	2	6
Vaped marijuana or THC				
0 days	99	97	97	88
1 or 2 days	0	1	1	2
3 to 9 days	0	1	1	0
10 to 19 days	0	0	1	4
20 to 30 days	0	1	1	6
Vaped other product				
0 days	99	99	99	98
1 or 2 days	0	1	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	2
20 to 30 days	0	0	0	0

Question HS A.85, 85A-85C/MS A.82, 82A-82C: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?... vaped other product?

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

Table A10.7***Vaped Multiple Substances, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not vape tobacco/nicotine or marijuana/THC	99	96	95	81
Vaped tobacco or nicotine only	0	1	2	6
Vaped marijuana or THC only	0	1	1	2
Vaped tobacco/nicotine and marijuana/THC	0	2	3	10

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 7 %	Grade 9 %	Grade 11 %	NT %
No	99	96	95	81
Yes	1	4	5	19

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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	99	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	99	99	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	98	97	97	89
1 or 2 days	2	1	1	0
3 to 9 days	0	0	0	4
10 to 19 days	0	0	1	2
20 to 30 days	0	1	1	4

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 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 days	99	98	98	93
1 or 2 days	1	1	1	0
3 to 9 days	0	0	0	2
10 to 19 days	0	0	1	0
20 to 30 days	0	0	1	4
Vaped marijuana or THC				
0 days	99	99	98	96
1 or 2 days	1	0	1	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	4
Vaped other product				
0 days	100	99	99	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0

Question HS A.95, 95A-95C/MS A.90, 90A-90C: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?... vape other product?

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

Table A10.11***Vaped Multiple Substances on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not vape tobacco/nicotine or marijuana/THC	99	98	98	93
Vaped tobacco or nicotine only	1	1	1	2
Vaped marijuana or THC only	1	0	0	0
Vaped tobacco/nicotine and marijuana/THC	0	1	1	4

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 7 %	Grade 9 %	Grade 11 %	NT %
No	99	98	97	93
Yes	1	2	3	7

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 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	96	96	96	84
1 day	3	1	1	5
2 days	1	1	1	2
3-9 days	0	1	1	2
10-19 days	0	0	0	0
20-30 days	0	1	1	7

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

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

Table A10.14***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	93	74
0 times	na	2	2	2
1 time	na	2	2	9
2 to 3 times	na	1	1	11
4 or more times	na	1	1	4

Question HS A.65, 67, 113: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

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

na—Not asked of middle school students.

Table A10.15***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	27	32	35	29
Moderate	19	25	28	27
Slight	10	16	14	13
None	44	27	22	31
Smoke 1 or more packs of cigarettes each day				
Great	38	54	62	58
Moderate	12	14	12	9
Slight	5	5	5	9
None	45	26	21	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 A10.16***Perceived Harm of Vaping Tobacco or Nicotine***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	30	34	37	27
Moderate	17	28	29	34
Slight	9	14	14	11
None	44	25	21	27
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	44	60	64	58
Moderate	7	11	11	18
Slight	5	5	4	4
None	44	25	20	20

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

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

Table A10.17***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	16	12	10	11
Fairly difficult	9	12	14	13
Fairly easy	7	16	18	16
Very easy	12	12	17	18
Don't know	57	47	41	42
Vape products				
Very difficult	8	9	7	9
Fairly difficult	9	5	5	7
Fairly easy	12	19	20	18
Very easy	20	31	37	29
Don't know	50	36	31	38

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

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

Table A10.18***School Bans Tobacco Use and Vaping***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	8	6	6	4
Yes	59	71	77	89
Don't know	33	23	17	7

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 7 %	Grade 9 %	Grade 11 %	NT %
Never	67	na	na	na
1 day	13	na	na	na
2 days	3	na	na	na
3 days	2	na	na	na
4 days	1	na	na	na
5 days	14	na	na	na

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?

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

na—Not asked of high school students.

Table A11.2
Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	99	98	98	98
Yes	1	2	2	2

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
American Indian or Alaska Native				
Asian or Asian American		55	58	
Black or African American		49	49	
Hispanic or Latino/a	44	50	50	60
Native Hawaiian or Pacific Islander		42		
White	33	59	53	
Multiracial		51	50	
Something else	66	46	42	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	41	36	22	
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native		50		
Asian or Asian American		64	65	
Black or African American		60	59	
Hispanic or Latino/a	58	58	59	51
Native Hawaiian or Pacific Islander		50		
White	62	56	55	
Multiracial		57	63	
Something else	67	51	44	

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 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native		27		
Asian or Asian American		40	41	
Black or African American		48	54	
Hispanic or Latino/a	46	45	47	22
Native Hawaiian or Pacific Islander		54		
White	36	49	49	
Multiracial		50	48	
Something else	43	55	58	
School is worthless and a waste of time[±]				
American Indian or Alaska Native		27		
Asian or Asian American		8	13	
Black or African American		17	13	
Hispanic or Latino/a	14	13	13	11
Native Hawaiian or Pacific Islander		31		
White	14	16	17	
Multiracial		12	12	
Something else	7	18	20	
Current absenteeism (≥3 times)[¶]				
American Indian or Alaska Native		9		
Asian or Asian American		15	10	
Black or African American		23	17	
Hispanic or Latino/a	21	19	21	40
Native Hawaiian or Pacific Islander		8		
White	7	15	25	
Multiracial		17	19	
Something else	13	25	33	

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 7 %	Grade 9 %	Grade 11 %	NT %
Trouble focusing on schoolwork^σ				
American Indian or Alaska Native		0		
Asian or Asian American		37	38	
Black or African American		40	46	
Hispanic or Latino/a	34	42	42	38
Native Hawaiian or Pacific Islander		54		
White	36	49	53	
Multiracial		36	40	
Something else	36	48	44	
Caring adult relationships[‡]				
American Indian or Alaska Native		63		
Asian or Asian American		60	60	
Black or African American		62	66	
Hispanic or Latino/a	51	53	56	64
Native Hawaiian or Pacific Islander		46		
White	28	64	66	
Multiracial		59	63	
Something else	56	58	57	
High expectations[‡]				
American Indian or Alaska Native		70		
Asian or Asian American		70	72	
Black or African American		66	74	
Hispanic or Latino/a	65	67	65	72
Native Hawaiian or Pacific Islander		54		
White	40	76	73	
Multiracial		70	74	
Something else	77	65	54	

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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation[‡]				
American Indian or Alaska Native		23		
Asian or Asian American		27	30	
Black or African American		28	23	
Hispanic or Latino/a	23	22	25	21
Native Hawaiian or Pacific Islander		28		
White	25	24	25	
Multiracial		26	28	
Something else	33	26	16	
Facilities upkeep^σ				
American Indian or Alaska Native				
Asian or Asian American		43	46	
Black or African American		39	33	
Hispanic or Latino/a	39	43	47	73
Native Hawaiian or Pacific Islander		54		
White	0	48	45	
Multiracial		42	43	
Something else	33	40	35	
Promotion of parental involvement in school[†]				
American Indian or Alaska Native		30		
Asian or Asian American		55	46	
Black or African American		45	50	
Hispanic or Latino/a	48	45	44	55
Native Hawaiian or Pacific Islander		33		
White	36	43	44	
Multiracial		46	40	
Something else	71	43	26	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
American Indian or Alaska Native		50		
Asian or Asian American		64	68	
Black or African American		53	59	
Hispanic or Latino/a	50	58	63	74
Native Hawaiian or Pacific Islander		67		
White	17	69	68	
Multiracial		49	56	
Something else	67	66	45	
Experienced harassment due to five reasons^{λ§}				
American Indian or Alaska Native		10		
Asian or Asian American		30	23	
Black or African American		34	23	
Hispanic or Latino/a	17	16	12	5
Native Hawaiian or Pacific Islander		33		
White	58	24	23	
Multiracial		37	25	
Something else	17	28	29	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native		27		
Asian or Asian American		38	30	
Black or African American		37	26	
Hispanic or Latino/a	29	22	16	10
Native Hawaiian or Pacific Islander		42		
White	67	29	28	
Multiracial		42	33	
Something else	33	34	43	

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

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

[§]*Past 12 months.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native		30		
Asian or Asian American		29	36	
Black or African American		29	27	
Hispanic or Latino/a	30	27	22	13
Native Hawaiian or Pacific Islander		25		
White	58	33	34	
Multiracial		31	36	
Something else	25	21	50	
Been afraid of being beaten up[§]				
American Indian or Alaska Native		30		
Asian or Asian American		11	16	
Black or African American		13	10	
Hispanic or Latino/a	21	12	7	3
Native Hawaiian or Pacific Islander		17		
White	25	15	12	
Multiracial		13	9	
Something else	17	15	21	
Been in a physical fight[§]				
American Indian or Alaska Native				
Asian or Asian American		4	2	
Black or African American		15	5	
Hispanic or Latino/a	11	7	6	5
Native Hawaiian or Pacific Islander		0		
White	0	4	3	
Multiracial		8	5	
Something else	25	13	15	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§]				
American Indian or Alaska Native				
Asian or Asian American		3	4	
Black or African American		8	9	
Hispanic or Latino/a	10	6	5	3
Native Hawaiian or Pacific Islander		0		
White	17	10	7	
Multiracial		10	7	
Something else	17	15	11	

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native		27		
Asian or Asian American		22	27	
Black or African American		31	23	
Hispanic or Latino/a	24	22	16	15
Native Hawaiian or Pacific Islander		25		
White	33	27	25	
Multiracial		23	22	
Something else	42	26	20	

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
American Indian or Alaska Native		36		
Asian or Asian American		3	8	
Black or African American		8	12	
Hispanic or Latino/a	5	8	10	23
Native Hawaiian or Pacific Islander		8		
White	15	13	17	
Multiracial		8	12	
Something else	0	6	13	
Current tobacco use[¶]				
American Indian or Alaska Native		9		
Asian or Asian American		0	3	
Black or African American		5	7	
Hispanic or Latino/a	1	4	4	20
Native Hawaiian or Pacific Islander		0		
White	0	8	11	
Multiracial		4	4	
Something else	0	0	8	
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American		2	5	
Black or African American		8	8	
Hispanic or Latino/a	1	3	5	19
Native Hawaiian or Pacific Islander		0		
White	0	7	7	
Multiracial		4	6	
Something else	0	2	13	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current binge drinking[¶]				
American Indian or Alaska Native		20		
Asian or Asian American		0	2	
Black or African American		4	3	
Hispanic or Latino/a	1	2	4	9
Native Hawaiian or Pacific Islander		8		
White	0	4	8	
Multiracial		1	4	
Something else	0	2	0	
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native		18		
Asian or Asian American		1	2	
Black or African American		4	9	
Hispanic or Latino/a	0	4	5	18
Native Hawaiian or Pacific Islander		0		
White	0	3	8	
Multiracial		3	7	
Something else	0	4	13	
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native		0		
Asian or Asian American		2	2	
Black or African American		5	7	
Hispanic or Latino/a	1	4	6	18
Native Hawaiian or Pacific Islander		0		
White	0	6	10	
Multiracial		2	3	
Something else	0	2	4	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
American Indian or Alaska Native		36		
Asian or Asian American		2	5	
Black or African American		7	8	
Hispanic or Latino/a	3	5	8	11
Native Hawaiian or Pacific Islander		8		
White	0	10	13	
Multiracial		5	8	
Something else	0	4	4	
Current alcohol use at school[¶]				
American Indian or Alaska Native		10		
Asian or Asian American		1	1	
Black or African American		4	5	
Hispanic or Latino/a	2	2	2	2
Native Hawaiian or Pacific Islander		8		
White	8	4	1	
Multiracial		0	1	
Something else	0	2	5	
Current cigarette smoking[¶]				
American Indian or Alaska Native		0		
Asian or Asian American		0	0	
Black or African American		3	1	
Hispanic or Latino/a	0	1	1	5
Native Hawaiian or Pacific Islander		0		
White	0	1	2	
Multiracial		0	1	
Something else	0	0	8	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current use of vape products[¶]				
American Indian or Alaska Native		10		
Asian or Asian American		2	3	
Black or African American		6	8	
Hispanic or Latino/a	3	5	5	20
Native Hawaiian or Pacific Islander		8		
White	0	9	11	
Multiracial		5	5	
Something else	0	0	9	
Current tobacco vaping[¶]				
American Indian or Alaska Native		0		
Asian or Asian American		0	3	
Black or African American		4	5	
Hispanic or Latino/a	1	3	4	18
Native Hawaiian or Pacific Islander		0		
White	0	8	10	
Multiracial		4	3	
Something else	0	0	9	
Current marijuana vaping[¶]				
American Indian or Alaska Native		0		
Asian or Asian American		2	1	
Black or African American		4	3	
Hispanic or Latino/a	1	2	3	14
Native Hawaiian or Pacific Islander		0		
White	0	5	5	
Multiracial		3	3	
Something else	0	0	9	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
American Indian or Alaska Native		45		
Asian or Asian American		58	52	
Black or African American		48	48	
Hispanic or Latino/a	53	50	50	38
Native Hawaiian or Pacific Islander		23		
White	64	59	50	
Multiracial	30	56	48	
Something else	47	61	30	
Bedtime (at 12 am or later)				
American Indian or Alaska Native		45		
Asian or Asian American		36	51	
Black or African American		37	47	
Hispanic or Latino/a	15	26	30	31
Native Hawaiian or Pacific Islander		23		
White	36	25	28	
Multiracial	30	35	43	
Something else	25	15	44	

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

¹Today.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	45	29	33	
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	9	0	0	
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	27	17	47	
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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities^θ				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	45	18	40	
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native		2		
Asian or Asian American		28	27	
Black or African American		23	23	
Hispanic or Latino/a	22	22	25	25
Native Hawaiian or Pacific Islander		33		
White	37	27	29	
Multiracial		25	29	
Something else	4	33	32	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native		27		
Asian or Asian American		35	32	
Black or African American		28	28	
Hispanic or Latino/a	26	29	27	33
Native Hawaiian or Pacific Islander		33		
White	50	33	34	
Multiracial		30	37	
Something else	18	37	37	
Considered suicide[§]				
American Indian or Alaska Native		18		
Asian or Asian American		10	10	
Black or African American		12	6	
Hispanic or Latino/a	10	9	10	18
Native Hawaiian or Pacific Islander		0		
White	17	12	15	
Multiracial		15	9	
Something else	9	11	16	

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 7 %	Grade 9 %	Grade 11 %	NT %
Optimism[‡]				
American Indian or Alaska Native		45		
Asian or Asian American		51	55	
Black or African American		51	55	
Hispanic or Latino/a	46	48	43	38
Native Hawaiian or Pacific Islander		36		
White	25	47	46	
Multiracial		46	48	
Something else	63	48	43	
Life satisfaction[±]				
American Indian or Alaska Native		64		
Asian or Asian American		66	66	
Black or African American		65	63	
Hispanic or Latino/a	65	64	65	66
Native Hawaiian or Pacific Islander		65		
White	50	68	62	
Multiracial		59	63	
Something else	84	59	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.*

[±]*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 7	Grade 9	Grade 11	NT
California Student Wellness Index^δ				
American Indian or Alaska Native		111.2		
Asian or Asian American		101.8	102.8	
Black or African American		103.5	103.2	
Hispanic or Latino/a	103.7	103.2	102.5	101.4
Native Hawaiian or Pacific Islander		100.8		
White	96.0	103.0	99.6	
Multiracial		101.3	100.4	
Something else	111.9	98.7	100.4	

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Male	50	56	53	48
Female	42	48	49	67
Nonbinary		45	50	
Something else		37	44	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male		39	31	
Female		32		
Nonbinary				
Something else				
Academic Motivation[†]				
Male	55	55	54	36
Female	61	61	64	65
Nonbinary		27	64	
Something else		34	28	
School is really boring[±]				
Male	47	48	52	48
Female	45	43	44	7
Nonbinary		58	35	
Something else		58	55	
School is worthless and a waste of time[±]				
Male	18	16	19	22
Female	12	11	8	4
Nonbinary		8	10	
Something else		42	36	

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 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥3 times)[¶]				
Male	15	15	17	44
Female	24	21	23	33
Nonbinary		15	35	
Something else		5	36	
Trouble focusing on schoolwork^σ				
Male	29	37	39	46
Female	39	47	46	33
Nonbinary		75	75	
Something else		53	36	
Caring adult relationships[‡]				
Male	53	56	56	53
Female	50	56	61	73
Nonbinary		56	65	
Something else		61	37	
High expectations[‡]				
Male	68	67	65	59
Female	61	70	70	84
Nonbinary		72	72	
Something else		56	43	
Meaningful participation[‡]				
Male	27	24	24	17
Female	21	23	27	27
Nonbinary		14	32	
Something else		21	32	

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 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep^σ				
Male	37	42	44	63
Female	38	45	47	84
Nonbinary		50	55	
Something else		32	20	
Promotion of parental involvement in school[‡]				
Male	48	48	46	47
Female	47	42	42	62
Nonbinary		33	41	
Something else		37	27	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Male	58	61	66	60
Female	46	57	61	83
Nonbinary		54	47	
Something else		50	40	
Experienced harassment due to five reasons^λ				
Male	16	18	12	6
Female	23	22	17	4
Nonbinary		67	58	
Something else		44		
Experienced any harassment or bullying[§]				
Male	26	23	16	12
Female	33	29	23	8
Nonbinary		69	58	
Something else		50		
Had mean rumors or lies spread about you[§]				
Male	29	21	19	0
Female	32	35	31	20
Nonbinary		33	53	
Something else		33		
Been afraid of being beaten up[§]				
Male	18	11	7	0
Female	20	15	9	4
Nonbinary		17	32	
Something else		17		

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
Male	17	10	6	6
Female	8	4	4	4
Nonbinary		0	11	
Something else		0		
Seen a weapon on campus[§]				
Male	12	8	6	6
Female	7	6	5	0
Nonbinary		8	21	
Something else		28		

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	22	17	15	0
Female	28	30	21	24
Nonbinary		31	53	
Something else		44		

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male	5	7	12	23
Female	5	9	10	19
Nonbinary		8	33	
Something else		11	27	
Current tobacco use[¶]				
Male	1	3	6	14
Female	1	5	4	23
Nonbinary		8	22	
Something else		5	36	
Current marijuana use[¶]				
Male	2	4	7	19
Female	0	5	4	15
Nonbinary		8	11	
Something else		0		
Current binge drinking[¶]				
Male	1	3	4	5
Female	0	2	4	12
Nonbinary		0	17	
Something else		5	18	
Very drunk or “high” 7 or more times, ever				
Male	0	3	6	18
Female	0	4	5	15
Nonbinary		8	17	
Something else		5	20	
Been drunk or “high” on drugs at school, ever				
Male	1	3	7	18
Female	1	4	5	19
Nonbinary		0	17	
Something else		0	18	

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
Male	2	5	8	9
Female	4	7	8	12
Nonbinary		0	28	
Something else		11	20	
Current alcohol use at school[¶]				
Male	1	2	2	5
Female	3	2	2	0
Nonbinary		0	17	
Something else		6	0	
Current cigarette smoking[¶]				
Male	1	1	1	5
Female	0	0	0	4
Nonbinary		0	6	
Something else		0	10	
Current use of vape products[¶]				
Male	2	4	7	14
Female	2	6	4	23
Nonbinary		0	11	
Something else		5		
Current tobacco vaping[¶]				
Male	1	3	5	9
Female	1	4	3	23
Nonbinary		0	11	
Something else		5		
Current marijuana vaping[¶]				
Male	1	3	4	9
Female	0	3	2	15
Nonbinary		0	6	
Something else		0		

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

[¶]Past 30 days.

Table A13.5***Health Routines by Gender***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
Male	55	59	54	48
Female	55	46	46	33
Nonbinary		54	35	
Something else		32	36	
Bedtime (at 12 am or later)				
Male	19	26	33	28
Female	13	29	32	33
Nonbinary		62	45	
Something else		75	64	

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

[‡]*Today.*

Table A13.6**Remote Schooling by Gender (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Male		42	29	
Female		24	20	
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male		0	14	
Female		0		
Nonbinary				
Something else				
Interest in schoolwork done from home^σ				
Male		36	43	
Female		10		
Nonbinary				
Something else				
Meaningful opportunities^θ				
Male		30	43	
Female		14		
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Male	12	17	19	24
Female	28	30	31	30
Nonbinary		48	54	
Something else		44		
Experienced chronic sadness/hopelessness[§]				
Male	17	20	21	24
Female	33	39	36	36
Nonbinary		69	68	
Something else		56		
Considered suicide[§]				
Male	7	7	8	12
Female	11	12	11	20
Nonbinary		31	26	
Something else		39		
Optimism[‡]				
Male	50	53	48	33
Female	42	43	43	40
Nonbinary		28	39	
Something else		24		
Life satisfaction[‡]				
Male	70	67	66	60
Female	61	62	63	71
Nonbinary		52	44	
Something else		46		

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 7	Grade 9	Grade 11	NT
California Student Wellness Index^δ				
Male	108.1	105.9	104.4	99.8
Female	100.8	100.2	100.3	101.9
Nonbinary		92.7	86.3	
Something else		92.6		

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.*

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Less than high school	44	46	46	59
High school graduate	42	52	51	61
Some college	44	48	53	
College degree	57	58	55	
Don't know	43	46	41	
School Connectedness^{†ψ} (Remote Only)				
Less than high school				
High school graduate				
Some college				
College degree		38		
Don't know				
Academic Motivation[†]				
Less than high school	53	57	61	53
High school graduate	55	60	61	59
Some college	66	55	57	
College degree	68	60	61	
Don't know	57	55	52	
School is really boring[±]				
Less than high school	49	47	53	14
High school graduate	51	46	45	20
Some college	64	46	47	
College degree	42	44	49	
Don't know	39	49	41	

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 7 %	Grade 9 %	Grade 11 %	NT %
School is worthless and a waste of time[±]				
Less than high school	9	15	15	14
High school graduate	17	13	12	7
Some college	21	13	14	
College degree	9	13	13	
Don't know	17	15	12	
Current absenteeism (≥3 times)[¶]				
Less than high school	25	21	20	36
High school graduate	21	18	24	47
Some college	25	20	19	
College degree	22	16	20	
Don't know	17	18	18	
Trouble focusing on schoolwork^σ				
Less than high school	43	44	42	41
High school graduate	33	40	42	31
Some college	64	45	46	
College degree	29	43	43	
Don't know	29	38	41	
Caring adult relationships[‡]				
Less than high school	47	54	49	73
High school graduate	53	56	58	62
Some college	51	55	65	
College degree	59	62	64	
Don't know	48	49	50	

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 7 %	Grade 9 %	Grade 11 %	NT %
High expectations[‡]				
Less than high school	65	68	62	86
High school graduate	65	68	67	60
Some college	61	69	75	
College degree	75	73	72	
Don't know	61	62	59	
Meaningful participation[‡]				
Less than high school	17	22	20	25
High school graduate	25	22	25	21
Some college	22	20	31	
College degree	33	27	28	
Don't know	21	20	19	
Facilities upkeep^σ				
Less than high school	38	38	42	71
High school graduate	32	46	49	69
Some college	57	35	43	
College degree	48	49	49	
Don't know	32	39	34	
Promotion of parental involvement in school[†]				
Less than high school	48	43	42	59
High school graduate	44	48	46	42
Some college	52	39	46	
College degree	58	46	44	
Don't know	43	45	36	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Less than high school	46	50	56	78
High school graduate	47	60	67	79
Some college	58	56	68	
College degree	65	64	65	
Don't know	45	55	54	
Experienced harassment due to five reasons^{λ§}				
Less than high school	16	18	14	0
High school graduate	20	17	11	0
Some college	26	24	16	
College degree	24	25	21	
Don't know	20	17	9	
Experienced any harassment or bullying[§]				
Less than high school	28	22	22	12
High school graduate	30	23	15	0
Some college	43	30	23	
College degree	32	32	25	
Don't know	31	22	12	
Had mean rumors or lies spread about you[§]				
Less than high school	29	28	24	11
High school graduate	34	27	25	8
Some college	43	33	25	
College degree	26	30	31	
Don't know	30	23	17	

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been afraid of being beaten up[§]				
Less than high school	23	15	10	6
High school graduate	20	11	8	0
Some college	23	19	9	
College degree	17	11	10	
Don't know	22	13	6	
Been in a physical fight[§]				
Less than high school	21	7	5	6
High school graduate	11	7	6	0
Some college	22	9	3	
College degree	10	6	6	
Don't know	8	6	4	
Seen a weapon on campus[§]				
Less than high school	11	10	5	0
High school graduate	16	6	7	0
Some college	13	6	5	
College degree	8	9	6	
Don't know	7	5	4	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Less than high school	29	22	20	24
High school graduate	26	23	14	8
Some college	39	25	19	
College degree	19	27	22	
Don't know	25	18	10	

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

[§]Past 12 months.

Table A14.4***Substance Use by Parental Education***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Less than high school	9	9	17	19
High school graduate	4	10	9	14
Some college	8	7	11	
College degree	3	8	11	
Don't know	4	6	9	
Current tobacco use[¶]				
Less than high school	3	6	7	14
High school graduate	1	4	5	21
Some college	4	3	6	
College degree	0	4	4	
Don't know	1	4	4	
Current marijuana use[¶]				
Less than high school	3	3	8	10
High school graduate	1	4	4	14
Some college	4	3	5	
College degree	0	4	5	
Don't know	0	4	4	
Current binge drinking[¶]				
Less than high school	2	5	6	5
High school graduate	0	3	5	7
Some college	0	1	4	
College degree	0	2	3	
Don't know	1	2	5	

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
Less than high school	0	4	9	10
High school graduate	0	3	4	29
Some college	0	3	4	
College degree	0	3	6	
Don’t know	1	3	3	
Been drunk or “high” on drugs at school, ever				
Less than high school	2	4	8	10
High school graduate	2	4	6	36
Some college	0	4	5	
College degree	0	3	6	
Don’t know	1	5	5	
Current alcohol use[¶]				
Less than high school	8	8	14	10
High school graduate	1	7	8	7
Some college	4	4	8	
College degree	2	5	8	
Don’t know	3	4	6	
Current alcohol use at school[¶]				
Less than high school	6	3	4	0
High school graduate	1	2	2	0
Some college	4	2	1	
College degree	2	2	2	
Don’t know	1	1	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 7 %	Grade 9 %	Grade 11 %	NT %
Current cigarette smoking[¶]				
Less than high school	0	2	1	0
High school graduate	0	0	1	7
Some college	0	0	1	
College degree	0	0	1	
Don't know	1	1	1	
Current use of vape products[¶]				
Less than high school	5	8	6	14
High school graduate	3	5	5	21
Some college	4	4	7	
College degree	2	6	6	
Don't know	1	4	4	
Current tobacco vaping[¶]				
Less than high school	3	5	6	14
High school graduate	0	4	4	14
Some college	4	3	6	
College degree	0	4	4	
Don't know	0	3	4	
Current marijuana vaping[¶]				
Less than high school	5	2	4	10
High school graduate	0	3	3	14
Some college	0	2	4	
College degree	0	3	3	
Don't know	0	3	2	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
Less than high school	41	50	44	64
High school graduate	51	50	46	24
Some college	57	48	51	
College degree	62	56	53	
Don't know	58	53	54	
Bedtime (at 12 am or later)				
Less than high school	21	31	37	32
High school graduate	13	25	32	29
Some college	18	30	32	
College degree	20	28	34	
Don't know	14	27	26	

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

[‡]*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Less than high school				
High school graduate				
Some college				
College degree		40		
Don't know				
Synchronous instruction (4 days or more)[¶]				
Less than high school				
High school graduate				
Some college				
College degree		0		
Don't know				
Interest in schoolwork done from home^σ				
Less than high school				
High school graduate				
Some college				
College degree		10		
Don't know				
Meaningful opportunities^θ				
Less than high school				
High school graduate				
Some college				
College degree		20		
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Less than high school	28	23	27	29
High school graduate	21	22	26	29
Some college	34	25	28	
College degree	13	27	27	
Don't know	21	20	18	
Experienced chronic sadness/hopelessness[§]				
Less than high school	43	32	30	29
High school graduate	22	28	30	46
Some college	39	32	31	
College degree	21	32	29	
Don't know	22	27	22	
Considered suicide[§]				
Less than high school	18	9	9	24
High school graduate	4	8	8	8
Some college	9	12	15	
College degree	5	12	11	
Don't know	14	7	7	
Optimism[‡]				
Less than high school	42	51	42	51
High school graduate	49	51	42	36
Some college	33	45	48	
College degree	50	50	50	
Don't know	45	42	41	

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 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction[‡]				
Less than high school	61	58	58	60
High school graduate	62	68	64	82
Some college	58	62	66	
College degree	74	67	68	
Don't know	64	61	64	
	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[∘]				
Less than high school	100.7	101.5	99.6	99.2
High school graduate	104.0	104.5	102.1	102.5
Some college	99.2	102.2	101.3	
College degree	108.3	102.8	103.0	
Don't know	103.0	102.5	104.3	

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Not English learner	46	53	51	57
English learner	46	47	51	
Don't know	41	43	44	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not English learner		32	18	
English learner				
Don't know				
Academic Motivation[†]				
Not English learner	56	59	59	49
English learner	67	56	64	
Don't know	57	53	55	
School is really boring[±]				
Not English learner	48	45	49	28
English learner	47	44	37	
Don't know	39	52	48	
School is worthless and a waste of time[±]				
Not English learner	14	12	13	13
English learner	12	20	15	
Don't know	18	20	21	
Current absenteeism (≥3 times)[¶]				
Not English learner	22	17	20	34
English learner	24	23	19	
Don't know	13	23	25	

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 7 %	Grade 9 %	Grade 11 %	NT %
Trouble focusing on schoolwork^σ				
Not English learner	35	42	42	40
English learner	36	42	45	
Don't know	31	45	43	
Caring adult relationships[‡]				
Not English learner	55	57	59	61
English learner	50	58	55	
Don't know	40	47	53	
High expectations[‡]				
Not English learner	65	70	69	72
English learner	69	65	62	
Don't know	58	59	64	
Meaningful participation[‡]				
Not English learner	25	23	26	22
English learner	26	27	30	
Don't know	17	20	19	
Facilities upkeep^σ				
Not English learner	42	44	46	79
English learner	33	45	44	
Don't know	29	37	41	
Promotion of parental involvement in school[‡]				
Not English learner	48	45	43	61
English learner	45	49	54	
Don't know	46	40	41	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Not English learner	55	61	65	75
English learner	51	47	63	
Don't know	37	53	49	
Experienced harassment due to five reasons^λ				
Not English learner	18	21	16	6
English learner	25	19	11	
Don't know	25	19	14	
Experienced any harassment or bullying[§]				
Not English learner	28	27	21	11
English learner	36	26	14	
Don't know	37	27	21	
Had mean rumors or lies spread about you[§]				
Not English learner	29	28	26	11
English learner	31	25	20	
Don't know	37	29	30	
Been afraid of being beaten up[§]				
Not English learner	17	12	8	3
English learner	19	15	8	
Don't know	31	15	13	
Been in a physical fight[§]				
Not English learner	12	7	5	6
English learner	11	7	8	
Don't know	12	6	5	
Seen a weapon on campus[§]				
Not English learner	9	7	6	3
English learner	10	7	2	
Don't know	12	7	7	

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 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not English learner	21	24	19	14
English learner	26	22	20	
Don't know	37	25	17	

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not English learner	3	8	12	20
English learner	13	8	10	
Don't know	3	8	8	
Current alcohol or drug use[¶]				
Not English learner	1	4	5	18
English learner	1	4	6	
Don't know	2	5	6	
Current marijuana use[¶]				
Not English learner	1	4	6	15
English learner	1	4	4	
Don't know	1	3	5	
Current binge drinking[¶]				
Not English learner	0	2	5	8
English learner	1	1	1	
Don't know	0	3	3	
Very drunk or "high" 7 or more times, ever				
Not English learner	0	4	6	18
English learner	0	3	1	
Don't know	0	3	6	

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 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not English learner	1	4	6	18
English learner	0	2	6	
Don’t know	3	4	3	
Current alcohol use[¶]				
Not English learner	2	6	9	10
English learner	9	5	6	
Don’t know	2	6	6	
Current alcohol use at school[¶]				
Not English learner	2	2	2	3
English learner	2	2	2	
Don’t know	2	2	2	
Current cigarette smoking[¶]				
Not English learner	0	1	1	5
English learner	1	1	1	
Don’t know	0	1	2	
Current use of vape products[¶]				
Not English learner	2	5	5	18
English learner	1	5	6	
Don’t know	6	7	6	
Current tobacco vaping[¶]				
Not English learner	1	4	4	15
English learner	0	3	4	
Don’t know	1	4	6	
Current marijuana vaping[¶]				
Not English learner	0	3	3	10
English learner	0	1	3	
Don’t know	2	4	4	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
Not English learner	53	53	50	39
English learner	54	49	48	
Don't know	59	49	48	
Bedtime (at 12 am or later)				
Not English learner	15	28	34	32
English learner	20	24	26	
Don't know	16	30	28	

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

[‡]*Today.*

Table A15.6

Remote Schooling by English Learner Status (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not English learner		32	21	
English learner				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Not English learner		0	6	
English learner				
Don't know				
Interest in schoolwork done from home^σ				
Not English learner		14	39	
English learner				
Don't know				
Meaningful opportunities^θ				
Not English learner		19	33	
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not English learner	21	24	26	26
English learner	16	18	16	
Don't know	23	24	31	
Experienced chronic sadness/hopelessness[§]				
Not English learner	25	30	29	31
English learner	24	29	24	
Don't know	32	32	32	
Considered suicide[§]				
Not English learner	10	10	11	14
English learner	9	7	3	
Don't know	13	9	9	
Optimism[‡]				
Not English learner	47	49	47	34
English learner	37	43	43	
Don't know	46	42	35	
Life satisfaction[¶]				
Not English learner	65	65	65	65
English learner	61	63	67	
Don't know	64	59	54	

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 7	Grade 9	Grade 11	NT
California Student Wellness Index^δ				
Not English learner	103.8	103.0	102.2	101.6
English learner	103.9	104.1	105.0	
Don't know	103.5	101.3	98.4	

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Not currently in English Learner Program	46	53	51	57
Less than 7 years (EL)	50	48	53	
7 years or more (LTEL)	40	45	43	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not currently in English Learner Program		32	18	
Less than 7 years (EL)				
7 years or more (LTEL)				
Academic Motivation[†]				
Not currently in English Learner Program	56	59	59	49
Less than 7 years (EL)	66	57	69	
7 years or more (LTEL)	73	53	50	
School is really boring[±]				
Not currently in English Learner Program	48	45	49	28
Less than 7 years (EL)	51	42	33	
7 years or more (LTEL)	41	47	55	
School is worthless and a waste of time[±]				
Not currently in English Learner Program	14	12	13	13
Less than 7 years (EL)	10	20	14	
7 years or more (LTEL)	18	19	21	
Current absenteeism (≥3 times)[¶]				
Not currently in English Learner Program	22	17	20	34
Less than 7 years (EL)	28	24	19	
7 years or more (LTEL)	18	23	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.

[¶] Past 30 days.

Table A16.1***School Engagement and Supports by English Learner (EL) Program Duration – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Trouble focusing on schoolwork^σ				
Not currently in English Learner Program	35	42	42	40
Less than 7 years (EL)	39	37	45	
7 years or more (LTEL)	36	54	52	
Caring adult relationships[‡]				
Not currently in English Learner Program	55	57	59	61
Less than 7 years (EL)	50	56	55	
7 years or more (LTEL)	53	59	52	
High expectations[‡]				
Not currently in English Learner Program	65	70	69	72
Less than 7 years (EL)	70	64	63	
7 years or more (LTEL)	65	65	54	
Meaningful participation[‡]				
Not currently in English Learner Program	25	23	26	22
Less than 7 years (EL)	22	26	31	
7 years or more (LTEL)	39	30	27	
Facilities upkeep^σ				
Not currently in English Learner Program	42	44	46	79
Less than 7 years (EL)	33	46	52	
7 years or more (LTEL)	33	39	21	
Promotion of parental involvement in school[‡]				
Not currently in English Learner Program	48	45	43	61
Less than 7 years (EL)	47	52	58	
7 years or more (LTEL)	45	46	42	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Not currently in English Learner Program	55	61	65	75
Less than 7 years (EL)	49	50	63	
7 years or more (LTEL)	53	40	63	
Experienced harassment due to five reasons^{λ§}				
Not currently in English Learner Program	18	21	16	6
Less than 7 years (EL)	26	12	10	
7 years or more (LTEL)	27	38	14	
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	28	27	21	11
Less than 7 years (EL)	40	17	15	
7 years or more (LTEL)	33	48	14	
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	29	28	26	11
Less than 7 years (EL)	29	25	20	
7 years or more (LTEL)	31	27	24	
Been afraid of being beaten up[§]				
Not currently in English Learner Program	17	12	8	3
Less than 7 years (EL)	21	13	11	
7 years or more (LTEL)	20	23	3	
Been in a physical fight[§]				
Not currently in English Learner Program	12	7	5	6
Less than 7 years (EL)	5	5	8	
7 years or more (LTEL)	27	13	3	
Seen a weapon on campus[§]				
Not currently in English Learner Program	9	7	6	3
Less than 7 years (EL)	13	6	3	
7 years or more (LTEL)	7	11	0	

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 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not currently in English Learner Program	21	24	19	14
Less than 7 years (EL)	23	20	20	
7 years or more (LTEL)	29	30	24	

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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	3	8	12	20
Less than 7 years (EL)	15	7	12	
7 years or more (LTEL)	11	8	3	
Current tobacco use[¶]				
Not currently in English Learner Program	1	4	5	18
Less than 7 years (EL)	0	5	6	
7 years or more (LTEL)	0	2	3	
Current marijuana use[¶]				
Not currently in English Learner Program	1	4	6	15
Less than 7 years (EL)	2	3	4	
7 years or more (LTEL)	0	4	3	
Current binge drinking[¶]				
Not currently in English Learner Program	0	2	5	8
Less than 7 years (EL)	2	2	1	
7 years or more (LTEL)	0	0	3	
Very drunk or “high” 7 or more times, ever				
Not currently in English Learner Program	0	4	6	18
Less than 7 years (EL)	0	4	0	
7 years or more (LTEL)	0	0	3	

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 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not currently in English Learner Program	1	4	6	18
Less than 7 years (EL)	0	2	4	
7 years or more (LTEL)	0	2	13	
Current alcohol use[¶]				
Not currently in English Learner Program	2	6	9	10
Less than 7 years (EL)	9	4	7	
7 years or more (LTEL)	11	8	3	
Current alcohol use at school[¶]				
Not currently in English Learner Program	2	2	2	3
Less than 7 years (EL)	2	3	2	
7 years or more (LTEL)	0	0	3	
Current cigarette smoking[¶]				
Not currently in English Learner Program	0	1	1	5
Less than 7 years (EL)	0	2	0	
7 years or more (LTEL)	0	0	0	
Current use of vape products[¶]				
Not currently in English Learner Program	2	5	5	18
Less than 7 years (EL)	2	6	5	
7 years or more (LTEL)	0	4	3	
Current tobacco vaping[¶]				
Not currently in English Learner Program	1	4	4	15
Less than 7 years (EL)	0	3	4	
7 years or more (LTEL)	0	2	3	
Current marijuana vaping[¶]				
Not currently in English Learner Program	0	3	3	10
Less than 7 years (EL)	0	2	2	
7 years or more (LTEL)	0	0	3	

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 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
Not currently in English Learner Program	53	53	50	39
Less than 7 years (EL)	59	54	52	
7 years or more (LTEL)	41	35	41	
Bedtime (at 12 am or later)				
Not currently in English Learner Program	15	28	34	32
Less than 7 years (EL)	18	21	27	
7 years or more (LTEL)	27	32	26	

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 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program		32	21	
Less than 7 years (EL)				
7 years or more (LTEL)				
Synchronous instruction (4 days or more)[‡]				
Not currently in English Learner Program		0	6	
Less than 7 years (EL)				
7 years or more (LTEL)				
Interest in schoolwork done from home^σ				
Not currently in English Learner Program		14	39	
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful opportunities^θ				
Not currently in English Learner Program		19	33	
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not currently in English Learner Program	21	24	26	26
Less than 7 years (EL)	13	16	15	
7 years or more (LTEL)	19	21	16	
Experienced chronic sadness/hopelessness[§]				
Not currently in English Learner Program	25	30	29	31
Less than 7 years (EL)	24	27	25	
7 years or more (LTEL)	29	32	28	
Considered suicide[§]				
Not currently in English Learner Program	10	10	11	14
Less than 7 years (EL)	5	5	3	
7 years or more (LTEL)	21	10	3	
Optimism[‡]				
Not currently in English Learner Program	47	49	47	34
Less than 7 years (EL)	42	52	40	
7 years or more (LTEL)	29	26	48	
Life satisfaction[¶]				
Not currently in English Learner Program	65	65	65	65
Less than 7 years (EL)	59	66	66	
7 years or more (LTEL)	63	57	68	

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 7	Grade 9	Grade 11	NT
California Student Wellness Index^δ				
Not currently in English Learner Program	103.8	103.0	102.2	101.6
Less than 7 years (EL)	103.6	105.0	104.6	
7 years or more (LTEL)	104.5	101.9	107.3	

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
No IEP	46	53	52	59
IEP	45	52	44	
Don't know	44	45	48	
Prefer not to say		46	36	
School Connectedness^{†ψ} (Remote Only)				
No IEP		37	17	
IEP				
Don't know				
Prefer not to say				
Academic Motivation[†]				
No IEP	56	58	60	53
IEP	66	62	57	
Don't know	64	55	58	
Prefer not to say		51	41	
School is really boring[±]				
No IEP	47	46	47	30
IEP	53	45	53	
Don't know	40	49	49	
Prefer not to say		45	56	
School is worthless and a waste of time[±]				
No IEP	15	13	12	14
IEP	7	13	23	
Don't know	15	17	17	
Prefer not to say		24	28	

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 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥ 3 times)[¶]				
No IEP	21	17	19	33
IEP	13	22	28	
Don't know	19	23	21	
Prefer not to say		20	28	
Trouble focusing on schoolwork^σ				
No IEP	34	41	41	40
IEP	20	48	51	
Don't know	40	48	46	
Prefer not to say		45	36	
Caring adult relationships[‡]				
No IEP	54	56	59	66
IEP	56	65	61	
Don't know	41	52	53	
Prefer not to say		56	57	
High expectations[‡]				
No IEP	68	68	68	76
IEP	58	76	67	
Don't know	57	63	64	
Prefer not to say		64	56	
Meaningful participation[‡]				
No IEP	25	23	26	22
IEP	36	28	26	
Don't know	20	20	23	
Prefer not to say		25	17	

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 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep^σ				
No IEP	40	45	47	79
IEP	27	37	39	
Don't know	31	37	40	
Prefer not to say		36	20	
Promotion of parental involvement in school[†]				
No IEP	48	44	43	59
IEP	47	47	49	
Don't know	48	46	46	
Prefer not to say		54	34	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
No IEP	50	59	65	73
IEP	69	57	59	
Don't know	49	56	56	
Prefer not to say		57	48	
Experienced harassment due to five reasons^λ				
No IEP	17	19	14	5
IEP	23	26	25	
Don't know	32	22	15	
Prefer not to say		31	30	
Experienced any harassment or bullying[§]				
No IEP	27	25	19	10
IEP	31	34	30	
Don't know	46	29	17	
Prefer not to say		34	35	
Had mean rumors or lies spread about you[§]				
No IEP	29	29	26	13
IEP	38	26	31	
Don't know	36	25	18	
Prefer not to say		19	43	
Been afraid of being beaten up[§]				
No IEP	16	12	7	3
IEP	31	15	19	
Don't know	35	17	9	
Prefer not to say		11	26	

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 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
No IEP	12	7	4	5
IEP	15	9	9	
Don't know	13	8	6	
Prefer not to say		9	13	
Seen a weapon on campus[§]				
No IEP	12	7	6	3
IEP	8	4	7	
Don't know	5	8	3	
Prefer not to say		9	4	

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 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
No IEP	24	23	18	15
IEP	31	29	25	
Don't know	32	24	13	
Prefer not to say		20	30	

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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
No IEP	5	8	12	20
IEP	0	10	10	
Don't know	7	8	8	
Prefer not to say		5	4	
Current tobacco use[¶]				
No IEP	2	4	5	20
IEP	0	6	7	
Don't know	0	7	6	
Prefer not to say		3	4	
Current marijuana use[¶]				
No IEP	1	3	5	16
IEP	0	7	6	
Don't know	0	6	5	
Prefer not to say		0	0	
Current binge drinking[¶]				
No IEP	0	2	5	9
IEP	0	3	3	
Don't know	2	4	3	
Prefer not to say		3	4	
Very drunk or “high” 7 or more times, ever				
No IEP	0	3	6	16
IEP	0	5	7	
Don't know	1	4	4	
Prefer not to say		3	9	
Been drunk or “high” on drugs at school, ever				
No IEP	1	4	5	18
IEP	0	4	9	
Don't know	2	5	8	
Prefer not to say		0	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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
No IEP	2	6	9	11
IEP	0	5	8	
Don't know	6	6	6	
Prefer not to say		5	4	
Current alcohol use at school[¶]				
No IEP	2	2	2	2
IEP	0	2	5	
Don't know	4	2	2	
Prefer not to say		6	0	
Current cigarette smoking[¶]				
No IEP	0	1	1	5
IEP	0	1	3	
Don't know	0	1	1	
Prefer not to say		0	4	
Current use of vape products[¶]				
No IEP	3	5	5	18
IEP	0	7	8	
Don't know	1	7	5	
Prefer not to say		3	4	
Current tobacco vaping[¶]				
No IEP	1	3	5	18
IEP	0	5	5	
Don't know	0	5	4	
Prefer not to say		3	4	
Current marijuana vaping[¶]				
No IEP	1	3	3	11
IEP	0	3	3	
Don't know	0	4	3	
Prefer not to say		3	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 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
No IEP	54	53	49	41
IEP	36	52	50	
Don't know	55	51	50	
Prefer not to say		48	64	
Bedtime (at 12 am or later)				
No IEP	16	28	34	33
IEP	27	22	31	
Don't know	13	28	25	
Prefer not to say		43	32	

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 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
No IEP		33	18	
IEP				
Don't know				
Prefer not to say				
Synchronous instruction (4 days or more)[¶]				
No IEP		0	13	
IEP				
Don't know				
Prefer not to say				
Interest in schoolwork done from home^σ				
No IEP		17	38	
IEP				
Don't know				
Prefer not to say				
Meaningful opportunities^θ				
No IEP		26	44	
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
No IEP	21	24	26	28
IEP	27	24	30	
Don't know	23	25	20	
Prefer not to say		25	38	
Experienced chronic sadness/hopelessness[§]				
No IEP	23	30	29	31
IEP	38	35	34	
Don't know	38	28	26	
Prefer not to say		30	43	
Considered suicide[§]				
No IEP	10	9	10	18
IEP	8	11	13	
Don't know	13	12	10	
Prefer not to say		9	9	
Optimism[‡]				
No IEP	48	48	47	38
IEP	45	49	42	
Don't know	39	44	37	
Prefer not to say		52	22	
Life satisfaction[‡]				
No IEP	66	65	66	65
IEP	58	64	56	
Don't know	58	60	61	
Prefer not to say		64	60	

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 7	Grade 9	Grade 11	NT
California Student Wellness Index^δ				
No IEP	104.3	103.1	102.5	100.9
IEP	99.8	103.6	98.8	
Don't know	101.9	100.8	102.5	
Prefer not to say		103.5	98.1	

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Home with one or more parent or guardian	45	52	51	58
Foster home				
Homeless		35		
Other living arrangement	48	45	45	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Home with one or more parent or guardian		38	21	
Foster home				
Homeless				
Other living arrangement				
Academic Motivation[†]				
Home with one or more parent or guardian	59	58	60	52
Foster home				
Homeless		45	33	
Other living arrangement	47	57	55	
School is really boring[±]				
Home with one or more parent or guardian	46	46	48	28
Foster home				
Homeless		65	80	
Other living arrangement	42	51	48	
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	14	14	13	9
Foster home				
Homeless		35	50	
Other living arrangement	20	14	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.*

Table A18.1***School Engagement and Supports by Living Situation – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥ 3 times)[¶]				
Home with one or more parent or guardian	20	18	20	38
Foster home				
Homeless		24	40	
Other living arrangement	28	19	23	
Trouble focusing on schoolwork^σ				
Home with one or more parent or guardian	34	42	42	36
Foster home				
Homeless		50	50	
Other living arrangement	40	46	49	
Caring adult relationships[‡]				
Home with one or more parent or guardian	51	56	59	61
Foster home				
Homeless		57	40	
Other living arrangement	48	55	52	
High expectations[‡]				
Home with one or more parent or guardian	64	69	68	70
Foster home				
Homeless		56	53	
Other living arrangement	69	67	63	
Meaningful participation[‡]				
Home with one or more parent or guardian	24	24	26	18
Foster home				
Homeless		23	16	
Other living arrangement	23	19	27	

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 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep^σ				
Home with one or more parent or guardian	38	44	46	76
Foster home				
Homeless		41		
Other living arrangement	33	37	40	
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	48	45	44	54
Foster home				
Homeless		24	37	
Other living arrangement	46	41	42	

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Home with one or more parent or guardian	49	60	63	72
Foster home				
Homeless		53		
Other living arrangement	58	44	61	
Experienced harassment due to five reasons^{λ§}				
Home with one or more parent or guardian	20	20	15	5
Foster home				
Homeless		36		
Other living arrangement	17	23	18	
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	31	26	20	8
Foster home				
Homeless		36		
Other living arrangement	30	30	25	
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	31	28	25	13
Foster home				
Homeless		33		
Other living arrangement	28	30	29	
Been afraid of being beaten up[§]				
Home with one or more parent or guardian	20	13	8	3
Foster home				
Homeless		13		
Other living arrangement	20	16	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 A18.2***School Safety by Living Situation – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
Home with one or more parent or guardian	11	7	5	5
Foster home				
Homeless		14		
Other living arrangement	23	12	7	
Seen a weapon on campus[§]				
Home with one or more parent or guardian	11	7	5	3
Foster home				
Homeless		13		
Other living arrangement	6	9	7	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Home with one or more parent or guardian	25	24	18	16
Foster home				
Homeless		20		
Other living arrangement	25	22	21	

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Home with one or more parent or guardian	5	8	11	20
Foster home				
Homeless		19		
Other living arrangement	7	10	13	
Current tobacco use[¶]				
Home with one or more parent or guardian	1	4	5	18
Foster home				
Homeless		19		
Other living arrangement	2	9	4	
Current marijuana use[¶]				
Home with one or more parent or guardian	1	4	5	16
Foster home				
Homeless		13		
Other living arrangement	2	5	8	
Current binge drinking[¶]				
Home with one or more parent or guardian	1	2	4	9
Foster home				
Homeless		19		
Other living arrangement	0	4	5	
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	0	3	5	18
Foster home				
Homeless		13		
Other living arrangement	0	5	8	
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	1	4	6	18
Foster home				
Homeless		13		
Other living arrangement	0	2	7	

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
Home with one or more parent or guardian	3	6	8	11
Foster home				
Homeless		19		
Other living arrangement	2	7	11	
Current alcohol use at school[¶]				
Home with one or more parent or guardian	2	2	2	2
Foster home				
Homeless		6		
Other living arrangement	0	3	5	
Current cigarette smoking[¶]				
Home with one or more parent or guardian	0	1	1	5
Foster home				
Homeless		13		
Other living arrangement	0	1	1	
Current use of vape products[¶]				
Home with one or more parent or guardian	2	5	5	18
Foster home				
Homeless		19		
Other living arrangement	2	10	4	
Current tobacco vaping[¶]				
Home with one or more parent or guardian	1	3	4	16
Foster home				
Homeless		13		
Other living arrangement	2	7	3	
Current marijuana vaping[¶]				
Home with one or more parent or guardian	1	3	3	11
Foster home				
Homeless		6		
Other living arrangement	2	4	2	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[‡]				
Home with one or more parent or guardian	56	52	50	40
Foster home				
Homeless		31	20	
Other living arrangement	47	53	42	
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	16	27	32	29
Foster home				
Homeless		53	50	
Other living arrangement	15	30	37	

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

[‡]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Home with one or more parent or guardian		34	25	
Foster home				
Homeless				
Other living arrangement				
Synchronous instruction (4 days or more)[¶]				
Home with one or more parent or guardian		0	11	
Foster home				
Homeless				
Other living arrangement				
Interest in schoolwork done from home^σ				
Home with one or more parent or guardian		18	37	
Foster home				
Homeless				
Other living arrangement				
Meaningful opportunities^θ				
Home with one or more parent or guardian		21	37	
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Home with one or more parent or guardian	21	24	25	26
Foster home				
Homeless		32		
Other living arrangement	21	22	30	
Experienced chronic sadness/hopelessness[§]				
Home with one or more parent or guardian	28	30	29	34
Foster home				
Homeless		20		
Other living arrangement	18	32	29	
Considered suicide[§]				
Home with one or more parent or guardian	10	10	10	16
Foster home				
Homeless		7		
Other living arrangement	9	7	13	
Optimism[‡]				
Home with one or more parent or guardian	45	49	45	41
Foster home				
Homeless		44		
Other living arrangement	50	39	47	
Life satisfaction[‡]				
Home with one or more parent or guardian	65	65	66	66
Foster home				
Homeless		52		
Other living arrangement	63	56	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.*

[‡]*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 7	Grade 9	Grade 11	NT
California Student Wellness Index^δ				
Home with one or more parent or guardian	103.7	103.1	102.6	101.2
Foster home				
Homeless		95.4		
Other living arrangement	103.2	101.4	96.3	

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.

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1
Student Sample for AOD Indicators

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Number of respondents	167	974	768	18

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

Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	2	2	18	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	na	2	2	18	B.I.3.5
Driving under the influence experiences	15	4	5	6	B.I.3.6
Consequences of AOD Consumption					
Caused one or more problems	na	5	7	13	B.I.4.2
Caused one or more dependency-related experiences	na	6	9	12	B.I.4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	21	22	53	B.I.5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	51	53	52	35	B.I.7.1
Trying marijuana once or twice	47	41	34	29	B.I.7.1
Using marijuana once a month or more	57	52	43	29	B.I.7.1

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

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1

Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulants

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	100	99	100
1 time	na	0	0	0
2 to 3 times	na	0	0	0
4 or more times	na	0	0	0
Tranquilizers or sedatives				
0 times	na	99	99	100
1 time	na	1	0	0
2 to 3 times	na	0	0	0
4 or more times	na	0	0	0
Appetite suppressants				
0 times	na	98	97	100
1 time	na	0	0	0
2 to 3 times	na	0	1	0
4 or more times	na	1	2	0
Ritalin or Adderall or other prescription stimulant				
0 times	na	99	98	100
1 time	na	0	0	0
2 to 3 times	na	0	0	0
4 or more times	na	1	2	0

Question HS B.I.6-9: During your life, how many times have you used the following?... Heroin... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Appetite suppressants (Didrex, Dexedrine, Xenadrine, Skittles, M&Ms)... Ritalin or Adderall or other prescription stimulant.

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

na—Not asked of middle school students.

Table B.I.3.2***Age of Onset – AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	91	80	74	61
10 years or under	3	6	3	11
11-12 years old	4	3	2	6
13-14 years old	2	8	8	6
15-16 years old	0	3	12	17
17 years or older	1	0	2	0
Marijuana (smoke, vape, eat, or drink)				
Never	98	90	85	67
10 years or under	0	1	1	6
11-12 years old	1	2	1	6
13-14 years old	1	6	8	17
15-16 years old	0	1	5	6
17 years or older	0	1	1	0
Any other illegal drug or pill to get “high”				
Never	99	98	97	94
10 years or under	0	0	0	0
11-12 years old	1	0	0	0
13-14 years old	0	1	1	6
15-16 years old	0	0	1	0
17 years or older	0	0	0	0

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

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

Table B.I.3.3***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	99	96	95	83
10 years or under	1	1	1	6
11-12 years old	0	1	1	0
13-14 years old	0	1	2	11
15-16 years old	0	1	1	0
17 years or older	0	0	0	0
A vape product such as an e-cigarette, vape pen, or mod				
Never	93	88	84	72
10 years or under	1	1	1	17
11-12 years old	4	3	1	0
13-14 years old	2	7	8	6
15-16 years old	0	2	5	6
17 years or older	0	0	1	0

Question HS/MS B.I.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.

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

Table B.I.3.4***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	97	90	87	76
Just enough to feel it a little	2	6	6	6
Enough to feel it moderately	1	2	5	0
Until I feel it a lot or get really drunk	0	2	2	18

Question HS B.I.10/MS B.I.6: If you drink alcohol, how much do you usually drink?

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

Table B.I.3.5***Usual Drug Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	94	91	71
Just enough to feel a little high	na	3	4	0
Enough to feel it moderately	na	2	4	12
Until I feel it a lot or get really high	na	2	2	18

Question HS B.I.11: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?

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

na—Not asked of middle school students.

Table B.I.3.6***Driving Under the Influence Experiences, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	96	95	94
1 time	na	1	2	0
2 times	na	1	1	0
3 to 6 times	na	1	1	0
7 or more times	na	2	1	6
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	85	na	na	na
1 time	6	na	na	na
2 times	2	na	na	na
3 to 6 times	1	na	na	na
7 or more times	5	na	na	na

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

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

na—Not asked of middle school students.

4. Reasons for and Consequences of AOD Consumption

Table B.I.4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	82	83	76	53
To experiment (try using)	4	6	7	0
To get high	1	4	6	12
To have a good time with friends	2	5	9	18
To fit in with a group you like	1	1	1	0
Because of boredom	1	3	5	0
To relax	2	5	8	29
To get away from problems	3	4	5	24
Because of anger or frustration	3	3	3	12
To get through the day	1	2	3	18
Because it made you feel better	1	4	5	12
To seek deeper insights and understanding	1	1	2	6
None of the above	20	14	14	18

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

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

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

Table B.I.4.2
Problems Caused by AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	90	82	69
I've used alcohol or drugs but never had any of these problems	na	8	12	19
Have problems with emotions, nerves, or mental health	na	3	4	6
Get into trouble or have problems with the police	na	1	1	0
Have money problems	na	1	1	6
Miss school	na	1	1	6
Have problems with schoolwork	na	1	1	6
Fight with others	na	1	1	6
Damage a friendship	na	1	2	6
Physically hurt or injure yourself	na	1	2	0
Have unwanted or unprotected sex	na	1	1	0
Forget what happened or pass out	na	1	3	13
Been suspended from school	na	1	1	0
<i>One or more problems</i>	na	5	7	13

Question HS B.I.13: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

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

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

na—Not asked of middle school students.

Table B.I.4.3***Alcohol or Other Drug Use Caused Dependency-Related Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	90	84	59
I use alcohol or drugs but have not experienced any of these things	na	5	8	29
Found you had to increase how much you use to have the same effect as before	na	2	4	0
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	1	1	0
Used alcohol or drugs a lot more than you intended	na	1	3	0
Used alcohol or drugs when you were alone	na	3	6	0
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	1	1	0
You didn't feel OK unless you had something to drink or used a drug	na	1	1	6
Thought about reducing or stopping use	na	2	5	0
Told yourself you were not going to use but found yourself using anyway	na	2	3	0
Spoke with someone about reducing or stopping use	na	2	2	0
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	6
<i>One or more dependency-related experiences</i>	na	6	9	12

Question HS B.I.14: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

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

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

na—Not asked of middle school students.

Table B.I.4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	39	41	59
Likely	na	29	31	24
Not likely	na	7	10	0
Don't know	na	26	18	18

Question HS B.I.17: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B.I.5.1
Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	91	85	71
No, but I do use alcohol or other drugs	na	9	12	24
Yes, I have felt that I needed help	na	1	3	6

Question HS B.I.15: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

na—Not asked of middle school students.

Table B.I.5.2
Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	21	22	53
Likely	na	34	38	18
Not likely	na	15	16	12
Don't know	na	29	23	18

Question HS B.I.16: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

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

na—Not asked of middle school students.

Table B.I.5.3
Talked with Parent About AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	68	58	65	47
Yes	32	42	35	53

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

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

6. Availability

Table B.I.6.1
Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	12	11	12	0
At parties	10	23	31	35
At concerts or other social events	4	7	12	12
At their own home	16	19	25	18
From adults at friends' homes	6	12	17	6
From friends or another teenager	16	23	27	24
Get adults to buy it for them	3	12	16	6
Buy it themselves from a store	6	8	7	6
At bars, clubs, or gambling casinos	1	3	2	6
Other	9	8	8	12
Don't know	79	69	63	65

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

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

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

Table B.I.6.2***Sources for Obtaining Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	8	16	18	0
At parties	4	14	20	29
At concerts or other social events	3	5	9	12
At their own home	10	12	15	12
From an adult acquaintance	5	12	14	12
From friends or another teenager	17	22	24	24
Buy it at a marijuana dispensary	3	6	8	12
At bars or clubs	1	2	2	6
Other	5	7	5	6
Don't know	82	74	70	59

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

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

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

7. Influences on ATOD Use

Table B.I.7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	35	34	34	47
Somewhat disapprove	14	14	15	18
Strongly disapprove	51	53	52	35
Trying marijuana once or twice				
Neither approve nor disapprove	41	41	48	59
Somewhat disapprove	13	18	18	12
Strongly disapprove	47	41	34	29
Using marijuana once a month or more regularly				
Neither approve nor disapprove	36	36	41	59
Somewhat disapprove	7	12	16	12
Strongly disapprove	57	52	43	29

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

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

Table B.I.7.2***Parent Disapproval of ATOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	85	85	81	76
Wrong	9	10	13	18
A little wrong	2	3	3	6
Not at all wrong	4	3	2	0
Smoke tobacco				
Very wrong	89	90	86	82
Wrong	5	6	11	18
A little wrong	1	1	2	0
Not at all wrong	5	2	2	0
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	89	87	85	88
Wrong	6	8	10	12
A little wrong	1	2	3	0
Not at all wrong	4	3	2	0
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	90	88	82	82
Wrong	6	7	11	18
A little wrong	1	2	3	0
Not at all wrong	4	2	3	0
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	92	92	90	88
Wrong	4	5	7	12
A little wrong	0	1	2	0
Not at all wrong	4	2	2	0

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

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

Table B.I.7.3***Peer Disapproval of ATOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	79	64	60	63
Wrong	13	19	25	19
A little wrong	4	10	9	6
Not at all wrong	3	7	6	13
Smoke tobacco				
Very wrong	80	67	65	69
Wrong	16	20	22	13
A little wrong	1	7	8	6
Not at all wrong	3	7	6	13
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	77	64	60	63
Wrong	14	18	20	19
A little wrong	5	10	11	6
Not at all wrong	4	8	9	13
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	78	66	59	63
Wrong	14	17	19	13
A little wrong	3	10	12	13
Not at all wrong	4	7	10	13
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	82	72	72	81
Wrong	14	18	19	13
A little wrong	1	6	5	6
Not at all wrong	3	5	4	0

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

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

Table B.I.7.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	58	43	46	53
Yes	42	57	54	47

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

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

Behavioral Health Module

Form B. Other Behavioral Health Factors

1. Student Sample

Table B.II.1.1
Student Sample on Other Behavioral Health Factors

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Number of respondents	171	994	767	21

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

Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Behavioral Health Protective Factors					
Emotional safety at school [†]	48	56	57	48	B.II.3.2
School co-regulation supports [†]	39	53	54	57	B.II.3.3
Home adult co-regulation supports [†]	64	70	70	73	B.II.3.4
Peer co-regulation supports [†]	71	72	76	79	B.II.3.5
Resilience Assets					
Emotion regulation ^â	44	43	45	28	B.II.4.1
Student Wellness					
Responses to trauma ^{ê¶}	19	17	18	21	B.II.5.1
Potential Post-Traumatic Stress [¶]	35	28	29	29	B.II.5.2
Stress associated health symptoms [*]	15	16	17	18	B.II.5.3
Loneliness ^ê	36	37	39	38	B.II.5.4
Self-harm [§]	20	13	12	25	B.II.5.8
Fasting for 12 hours or more	37	35	38	35	B.II.5.7
Trouble sleeping (daily)	16	14	14	15	B.II.5.1
Mental Health Supports					
Wanted to get mental health services [§]	15	17	19	21	B.II.6.4
Received mental health services [§]	19	16	17	5	B.II.6.4
Barriers to receiving services (3 or more)	30	22	20	21	B.II.6.5

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

[†] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

^â Average percent of respondents reporting the top two response categories (“Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm”) across survey questions that comprise the scale..

^ê Average percent of respondents reporting “2-3 times a week” or “Almost every day” across survey questions that comprise the scale.

[¶] Past 30 days.

^{*} Past 2 weeks.

^ê Average percent of respondents reporting “Sometimes” or “Often” across survey questions that comprise the scale.

[§] Past 12 months.

3. Behavioral Health Protective Factors

Table B.II.3.1

Perceived Safety at Home and in Neighborhood

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How safe do you feel...</i>				
<i>at home or the place where you live?</i>				
Very safe	59	66	63	70
Safe	31	29	29	30
Neither safe nor unsafe	9	4	6	0
Unsafe	0	1	1	0
Very unsafe	1	1	0	0
<i>in the neighborhood where you live?</i>				
Very safe	42	55	53	50
Safe	38	34	34	35
Neither safe nor unsafe	16	10	13	15
Unsafe	1	1	1	0
Very unsafe	2	0	0	0

Question HS/MS B.II.12, 13: How safe do you feel at home or the place where you live?... How safe do you feel in the neighborhood where you live?

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

Table B.II.3.2

Emotional Safety at School Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotional safety at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	48	56	57	48
<i>At my school,...</i>				
I feel socially accepted.				
Not at all true	14	10	13	10
A little true	35	31	24	40
Pretty much true	33	39	44	30
Very much true	18	20	19	20
I feel that I matter to others.				
Not at all true	21	14	19	30
A little true	34	33	30	25
Pretty much true	29	34	35	40
Very much true	15	19	16	5

Question HS/MS B.II.10,11: How true do you feel these statements are about your feelings at school? At my school,... I feel socially accepted... I feel that I matter to others.

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

Table B.II.3.3

School Co-Regulation Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	39	53	54	57
<i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i>				
Not at all true	29	19	17	15
A little true	34	28	29	25
Pretty much true	20	34	30	40
Very much true	18	20	24	20
<i>would be helpful to me if I came to school upset.</i>				
Not at all true	33	21	20	15
A little true	31	27	25	30
Pretty much true	20	30	31	30
Very much true	16	21	24	25
<i>makes me feel good about myself.</i>				
Not at all true	28	18	17	20
A little true	29	29	31	25
Pretty much true	25	31	28	30
Very much true	19	22	25	25

*Question HS/MS B.II.7-9: How true do you feel these statements are about a teacher or other adult at school?
At my school, there is a teacher or other adult who... would understand my problems if I shared them... would be
helpful to me if I came to school upset... makes me feel good about myself.*

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

Table B.II.3.4

Home Adult Co-Regulation Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home adult co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	70	70	73
<i>In my home, there is a parent or some other adult who... talks with me about my problems.</i>				
Not at all true	19	11	12	10
A little true	21	20	18	14
Pretty much true	25	27	28	38
Very much true	35	42	41	38
<i>helps me when I am upset.</i>				
Not at all true	18	12	12	10
A little true	18	18	17	19
Pretty much true	24	27	29	29
Very much true	40	43	41	43
<i>makes me feel good about myself.</i>				
Not at all true	14	10	10	14
A little true	19	18	19	14
Pretty much true	25	28	30	38
Very much true	42	44	41	33

Question HS/MS B.II.1-3: How true do you feel these statements are about your family? In my home, there is a parent or some other adult who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.

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

Table B.II.3.5

Peer Co-Regulation Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Peer co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	72	76	79
<i>I have a friend my age who...</i>				
talks with me about my problems.				
Not at all true	15	11	8	5
A little true	17	19	18	14
Pretty much true	29	28	31	19
Very much true	39	42	43	62
helps me when I am upset.				
Not at all true	10	11	9	14
A little true	19	19	16	5
Pretty much true	29	27	31	19
Very much true	43	43	44	62
makes me feel good about myself.				
Not at all true	6	8	6	10
A little true	19	17	16	14
Pretty much true	24	28	31	14
Very much true	51	47	47	62

Question HS/MS B.II.4-6: How true do you feel these statements are about your friends? I have a friend my age who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.

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

4. Resilience Assets

Table B.II.4.1

Emotion Regulation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotion regulation				
<i>Average reporting the top two response categories^â</i>	44	43	45	28
When everybody around you gets angry, how relaxed can you stay?				
Not relaxed at all	10	14	15	25
Slightly relaxed	20	23	24	40
Somewhat relaxed	30	32	30	25
Quite relaxed	29	24	23	5
Extremely relaxed	10	8	9	5
How often are you able to control your emotions when you need to?				
Almost never	8	5	3	5
Once in a while	6	12	10	30
Sometimes	29	24	23	20
Frequently	29	31	34	20
Almost always	27	28	31	25
When things go wrong for you, how calm are you able to remain?				
Not calm at all	12	7	6	20
Slightly calm	16	23	20	20
Somewhat calm	34	33	35	30
Quite calm	26	28	28	20
Extremely calm	12	9	10	10

Question HS/MS B.II.21-23: When everybody around you gets angry, how relaxed can you stay?... How often are you able to control your emotions when you need to?... When things go wrong for you, how calm are you able to remain?

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

^âThe top two response categories include “Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm.”

5. Student Wellness

Table B.II.5.1

Responses to Trauma Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Responses to trauma				
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	19	17	18	21
<i>During the past 30 days,...</i>				
I got upset easily or got into arguments or physical fights.				
Never	67	67	66	60
1-3 times a month	16	19	21	30
1-2 times a week	6	7	6	5
2-3 times a week	6	4	4	5
Almost every day	4	4	2	0
I had trouble concentrating or paying attention.				
Never	41	39	36	30
1-3 times a month	18	22	19	25
1-2 times a week	12	11	14	10
2-3 times a week	8	11	11	0
Almost every day	21	17	20	35
I had trouble feeling happiness or love.				
Never	63	60	60	55
1-3 times a month	10	21	19	20
1-2 times a week	14	7	8	10
2-3 times a week	5	6	6	5
Almost every day	8	7	7	10

Question HS/MS B.II.14-16: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love.

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

Table B.II.5.1**Responses to Trauma Scale Questions – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 30 days,...				
I felt alone even when I was around other people.				
Never	56	52	54	55
1-3 times a month	17	21	19	5
1-2 times a week	6	10	10	15
2-3 times a week	9	7	8	0
Almost every day	11	10	9	25
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.				
Never	54	48	46	50
1-3 times a month	15	21	23	20
1-2 times a week	9	9	8	5
2-3 times a week	4	8	9	10
Almost every day	16	14	14	15

Question HS/MS B.II.17, 18: These questions ask about how you felt or what you did in the past 30 days... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

Table B.II.5.2**Post-Traumatic Stress (PTS) Profile, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Minimal PTS Symptoms	35	38	38	21
Mild PTS Symptoms	30	34	34	50
Potential PTS	35	28	29	29

Question HS/MS B.II.14-18: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

PTS Profile categories are based on the UCLA Brief Screen for Child/Adolescent Trauma and PTSD.

Table B.II.5.3***Stress Associated Health Symptoms Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Stress associated health symptoms				
<i>Average reporting “A lot” or “A whole lot”</i>	15	16	17	18
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Stomachaches				
Not at all	39	40	39	42
A little	27	27	24	21
Some	16	18	20	16
A lot	14	9	10	21
A whole lot	5	6	6	0
Headaches				
Not at all	33	32	33	32
A little	28	26	23	16
Some	20	19	22	32
A lot	13	14	14	21
A whole lot	5	8	9	0
Pains in your lower back				
Not at all	48	47	40	32
A little	20	19	21	11
Some	16	16	17	42
A lot	8	10	12	16
A whole lot	8	9	10	0

Question HS/MS B.II.27-29: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Stomachaches... Headaches... Pains in your lower back.

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

Table B.II.5.3

Stress Associated Health Symptoms Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Feeling faint or dizzy				
Not at all	54	53	54	53
A little	21	20	18	26
Some	10	12	15	5
A lot	8	9	9	16
A whole lot	6	6	5	0
Heart beating too fast (even when you are not exercising)				
Not at all	72	70	66	63
A little	11	13	15	16
Some	8	8	10	5
A lot	4	4	5	16
A whole lot	5	4	4	0

Question HS/MS B.II.30, 31: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Feeling faint or dizzy... Heart beating too fast (even when you are not exercising).

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

Table B.II.5.4
Loneliness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Loneliness				
<i>Average reporting “Sometimes” or “Often”</i>	36	37	39	38
How often do you feel lonely?				
Never	30	34	32	30
Rarely	31	27	27	30
Sometimes	25	25	26	20
Often	14	15	15	20
How often do you feel that you are no longer close to anyone?				
Never	44	43	41	45
Rarely	24	21	21	20
Sometimes	17	21	22	20
Often	15	15	15	15

Question HS/MS B.II.19, 20: How often do you feel lonely?... How often do you feel that you are no longer close to anyone?

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

Table B.II.5.5***Body Image***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very dissatisfied	18	15	13	15
Dissatisfied	15	16	21	20
Neither dissatisfied nor satisfied	33	28	29	30
Satisfied	23	27	26	15
Very satisfied	12	14	12	20

Question HS/MS B.II.24: Over the past 30 days, how satisfied have you been with your weight and shape?

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

Table B.II.5.6***Weight Management***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Which of the following are you trying to do about your weight?				
Lose weight	53	46	48	75
Gain weight	9	20	20	5
Stay the same weight	14	15	14	10
I am not trying to do anything about my weight	23	19	18	10

Question HS/MS B.II.25: Which of the following are you trying to do about your weight?

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

Table B.II.5.7
Disordered Eating Behavior

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</i>				
Exercise				
No	16	18	21	29
Yes	84	82	79	71
Eat less food, fewer calories, or foods low in fat				
No	35	35	31	41
Yes	65	65	69	59
Go without eating for 12 hours or more				
No	63	65	62	65
Yes	37	35	38	35
Take diet pills, powders, or liquids without a doctor's advice				
No	95	93	94	100
Yes	5	7	6	0
Vomit or take laxatives				
No	91	92	93	100
Yes	9	8	7	0

Question HS/MS B.II.25A-25E: During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 12 hours or more (also called fasting)... Take diet pills, powders, or liquids without a doctor's advice (do not include meal replacement products such as Ensure, Muscle Milk, or SlimFast)... Vomit or take laxatives.

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

Only respondents who selected "Lose weight" or "Stay the same weight" to question "Which of the following are you trying to do about your weight?" were asked to answer these questions.

Table B.II.5.8***Self-Harm, Past 12 Months***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	80	87	88	75
1 time	6	3	3	0
2 or 3 times	5	5	5	10
4 or 5 times	1	1	1	10
6 or more times	7	4	3	5

Question HS/MS B.II.26: During the past 12 months, how many times did you do something to purposely hurt yourself, such as cutting, scratching, or burning yourself?

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

6. Mental Health Supports

Table B.II.6.1

Availability of Mental Health Supports at School, Past Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	75	83	85	53
Yes	8	9	9	32
I don't know	17	8	6	16

Question HS/MS B.II.41: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to get help?

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>				
talk to a teacher or another adult from your school?	21	26	23	16
talk to your parents or someone else in your family?	52	60	60	53
get help from a counselor or therapist?	22	21	19	16
talk to your friends?	59	64	71	79
be afraid to get help?	22	18	18	21
not know what to do?	28	22	19	32

Question HS/MS B.II.37: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)

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

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

Table B.II.6.3***Mental Health Help-Seeking Attitude Toward Peers***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If someone my age felt very sad, stressed, lonely, or depressed,...</i>				
<i>talking to an adult could help them feel better.</i>				
Strongly disagree	17	9	10	5
Disagree	21	18	19	16
Agree	45	56	58	74
Strongly agree	18	16	13	5
<i>kids at my school would be nice to them.</i>				
Strongly disagree	15	11	10	11
Disagree	33	30	26	37
Agree	43	49	55	47
Strongly agree	9	10	10	5

Question HS/MS B.II.35, 36: If someone my age felt very sad, stressed, lonely, or depressed,... talking to an adult could help them feel better.... kids at my school would be nice to them.

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

Table B.II.6.4***Mental Health Services Usage, Past Year***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>In the past year,...</i>				
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?				
No	72	73	74	74
Yes	15	17	19	21
I don't know	13	10	7	5
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	65	64	60	63
No, I didn't get help when I needed it	16	20	23	32
Yes, I got help when I needed it	19	16	17	5
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]				
Nowhere	0	4	3	
At school (in person, by phone, or online)	38	47	48	
From a counselor or therapist not from my school (in person, by phone, or online)	54	44	53	
Somewhere else	15	16	8	
I don't know	8	6	4	

Question HS/MS B.II.38-40: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)

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

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

Table B.II.6.5***Barriers to Using Mental Health Services***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I would not know where to go for help	26	20	18	5
There isn't anyone I can talk to	11	10	11	5
They wouldn't understand	28	21	19	11
People would think there's something wrong with me	23	17	14	5
My parents might find out	28	21	18	21
Other students might find out	16	11	9	0
I wouldn't have a way to pay for it	5	10	12	21
I wouldn't want to talk to a counselor or therapist	24	22	22	37
Other reasons	17	14	16	26
Does not apply, none of these things would stop you from talking to a counselor or therapist.	36	44	42	42
<i>Three or more barriers</i>	30	22	20	21

Question HS/MS B.II.42: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)

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

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

Table B.II.6.6***School Promotion of Mental Health Awareness***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.				
Strongly disagree	17	15	13	16
Disagree	25	17	16	16
Agree	38	46	51	58
Strongly agree	20	22	20	11
People at my school talk openly about mental health.				
Strongly disagree	37	19	15	26
Disagree	25	30	26	5
Agree	25	40	46	63
Strongly agree	13	12	13	5
My school encourages students to take care of their mental health.				
Strongly disagree	15	10	9	11
Disagree	15	13	11	0
Agree	46	53	58	68
Strongly agree	24	23	22	21

Question HS/MS B.II.32-34: How strongly do you agree or disagree with the following statements?... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.

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

Safety & Violence Module

1. Module Sample

Table M1.1

Student Sample for Safety & Violence Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	659	2,641	2,311	128
Final number	246	1,620	1,317	28
Response Rate	37%	61%	57%	22%

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

2. Physical Violence and Weapon Possession

Table M2.1

Violent Incidents, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight				
0 times	83	92	93	85
1 time	9	5	4	11
2 to 3 times	6	2	2	0
4 or more times	2	2	1	4
Been in a physical fight between groups of kids				
0 times	91	96	97	93
1 time	7	2	1	4
2 to 3 times	1	1	1	0
4 or more times	2	1	1	4
Used any weapon to threaten or bully someone				
0 times	97	98	99	96
1 time	1	1	1	4
2 to 3 times	0	0	0	0
4 or more times	1	1	0	0
Been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend				
0 times	95	95	97	96
1 time	3	2	2	0
2 to 3 times	1	1	1	0
4 or more times	1	2	1	4

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

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

Table M2.2***Carrying Weapon, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A gun				
0 days	100	99	99	100
1 day	0	0	0	0
2 or more days	0	1	0	0
Any other weapon (such as a knife or club)				
0 days	98	98	98	96
1 day	1	1	1	4
2 or more days	1	2	1	0
Any weapon (gun, knife, or club) on school property				
0 days	100	99	99	96
1 day	0	0	1	4
2 or more days	0	1	1	0

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

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

3. Neighborhood Safety

Table M3.1
Perception of Neighborhood Safety

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	46	51	45	56
Safe	37	37	41	26
Neither safe nor unsafe	14	10	13	19
Unsafe	1	2	0	0
Very unsafe	1	1	1	0

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

4. Absence Due to Safety Concerns

Table M4.1

Not Attend School Due to Feeling Unsafe, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	85	92	94	88
1 day	6	4	3	4
2 or 3 days	6	2	2	4
4 or more days	3	2	1	4

Question HS/MS M.6. During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?

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

5. Suicide Risk

Table M5.1

Suicide Ideation, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	90	90	80
Yes	na	10	10	20

Question HS M.10: During the past 12 months, did you ever seriously consider attempting suicide?

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

na—Not asked of middle school students.

Table M5.2

Suicide Plan, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	92	93	92
Yes	na	8	7	8

Question HS M.11: During the past 12 months, did you make a plan about how you would attempt suicide?

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

na—Not asked of middle school students.

Table M5.3

Suicide Attempts, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	na	95	96	100
1 time	na	3	2	0
2 or 3 times	na	1	1	0
4 or more times	na	1	0	0

Question HS M.12: During the past 12 months, how many times did you actually attempt suicide?

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

na—Not asked of middle school students.

Table M5.4***Suicide Attempt Leading to Need for Treatment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not attempt suicide in the past 12 months	na	83	84	80
No	na	16	15	20
Yes	na	2	1	0

Question HS M.13: If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

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

na—Not asked of middle school students.

6. Unwanted Sex

Table M6.1

Forced Sex

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	97	96	96	92
Yes	3	4	4	8

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	659	2,641	2,311	128
Final number	273	1,736	1,394	32
Response Rate	41%	66%	60%	25%

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

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Student learning environment [†]	48	48	46	72	N3.1
Learning engagement climate [†]	27	23	22	35	N3.2
Fairness and respect [†]	39	38	37	69	N4.1
Racial/Ethnic conflict [†]	17	17	15	16	N4.2
Respect for diversity [†]	46	45	46	71	N4.3
Clarity of rules [†]	53	52	56	70	N5.1
Disciplinary harshness [†]	30	25	23	17	N5.2
Student peer relationships [†]	41	40	39	38	N6.1
Support for social emotional learning [†]	45	42	42	62	N7.1
Antibullying climate [†]	35	33	34	42	N8.1
Quality of school facilities [†]	42	45	44	83	N9.1
Time for lunch [†]	53	48	48	67	N10.1

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

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

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

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student learning environment				
<i>Average reporting “Agree” or “Strongly agree”</i>	48	48	46	72
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	10	8	8	6
Disagree	9	8	8	6
Neither disagree nor agree	28	30	29	13
Agree	31	39	41	50
Strongly agree	21	14	14	25
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	11	8	8	6
Disagree	7	7	8	3
Neither disagree nor agree	28	33	32	16
Agree	33	39	41	53
Strongly agree	20	13	12	22
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	15	12	12	3
Disagree	11	13	16	6
Neither disagree nor agree	33	38	38	29
Agree	24	28	26	39
Strongly agree	17	9	8	23

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

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

Table N3.1***Student Learning Environment Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	12	7	7	3
Disagree	7	6	6	3
Neither disagree nor agree	33	32	31	16
Agree	30	43	44	58
Strongly agree	19	12	11	19
Teachers go out of their way to help students.				
Strongly disagree	9	9	9	6
Disagree	8	9	9	6
Neither disagree nor agree	36	36	37	13
Agree	27	35	34	52
Strongly agree	20	12	10	23
Teachers help students catch up when they return from an absence.				
Strongly disagree	14	12	13	6
Disagree	12	12	16	6
Neither disagree nor agree	32	34	35	13
Agree	25	33	30	52
Strongly agree	16	9	8	23
My teachers give me useful feedback on my work.				
Strongly disagree	11	8	8	6
Disagree	8	9	11	6
Neither disagree nor agree	29	33	35	16
Agree	35	40	37	48
Strongly agree	17	11	9	23

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

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

Table N3.1***Student Learning Environment Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school is a supportive and inviting place for students to learn.^ø				
Strongly disagree	12	10	9	7
Disagree	7	7	8	0
Neither disagree nor agree	35	38	38	27
Agree	28	34	36	43
Strongly agree	17	11	10	23

Question HS/MS N.8: How strongly do you agree or disagree with the following statements about your school?...

This school is a supportive and inviting place for students to learn.

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

^øItem not included in the scale.

Table N3.2***Learning Engagement Climate Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Learning engagement climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	27	23	22	35
Students at this school are motivated to learn.				
Strongly disagree	14	14	14	9
Disagree	20	17	19	3
Neither disagree nor agree	37	45	42	38
Agree	21	18	19	41
Strongly agree	9	6	5	9
Students pay attention in class.				
Strongly disagree	10	11	10	8
Disagree	21	17	19	12
Neither disagree nor agree	44	51	50	46
Agree	18	16	17	23
Strongly agree	8	5	4	12
Students try their best in school.				
Strongly disagree	11	10	10	8
Disagree	12	12	14	4
Neither disagree nor agree	46	52	53	50
Agree	21	20	19	27
Strongly agree	10	6	5	12

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

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

Table N3.2***Learning Engagement Climate Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students turn in their homework on time.				
Strongly disagree	10	9	8	8
Disagree	18	16	15	8
Neither disagree nor agree	54	56	55	62
Agree	14	16	17	15
Strongly agree	5	4	4	8
Students usually follow the rules at school.^o				
Strongly disagree	13	9	8	8
Disagree	13	12	11	4
Neither disagree nor agree	46	47	49	28
Agree	21	26	27	52
Strongly agree	7	6	5	8

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

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

^oItem not included in the scale.

Table N3.3***School Promotes Academic Success***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school promotes academic success for all students.				
Strongly disagree	8	6	6	8
Disagree	5	5	4	0
Neither disagree nor agree	36	38	38	19
Agree	35	39	42	46
Strongly agree	16	12	11	27

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

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Fairness and respect				
<i>Average reporting “Agree” or “Strongly agree”</i>	39	38	37	69
Adults at this school treat all students with respect.				
Strongly disagree	11	9	8	3
Disagree	9	10	12	3
Neither disagree nor agree	38	38	39	16
Agree	26	33	32	52
Strongly agree	17	11	9	26
Students treat teachers with respect.				
Strongly disagree	13	12	11	0
Disagree	16	16	18	13
Neither disagree nor agree	38	43	43	32
Agree	21	22	23	32
Strongly agree	11	7	5	23
The school rules are fair.				
Strongly disagree	12	9	8	3
Disagree	10	10	9	3
Neither disagree nor agree	35	41	42	16
Agree	30	31	34	52
Strongly agree	13	9	7	26
All students are treated fairly when they break school rules.				
Strongly disagree	15	11	10	6
Disagree	10	11	11	0
Neither disagree nor agree	37	40	43	29
Agree	24	29	30	39
Strongly agree	14	9	7	26

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

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

Table N4.2

Racial/Ethnic Conflict Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Racial/Ethnic conflict				
<i>Average reporting “Agree” or “Strongly agree”</i>	17	17	15	16
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	39	31	31	50
Disagree	18	18	19	14
Neither disagree nor agree	29	35	36	14
Agree	9	11	10	7
Strongly agree	6	5	4	14
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	26	20	22	43
Disagree	14	19	21	21
Neither disagree nor agree	40	42	42	25
Agree	12	14	11	0
Strongly agree	8	5	4	11

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

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

Table N4.3***Respect for Diversity Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Respect for diversity				
<i>Average reporting “Agree” or “Strongly agree”</i>	46	45	46	71
Students in this school respect each other’s differences.				
Strongly disagree	14	10	10	7
Disagree	8	9	9	4
Neither disagree nor agree	42	48	47	32
Agree	22	24	27	43
Strongly agree	14	8	8	14
Adults/teachers in this school respect differences in students.				
Strongly disagree	10	6	6	12
Disagree	6	4	3	0
Neither disagree nor agree	30	36	37	12
Agree	30	38	39	58
Strongly agree	24	16	15	19
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	8	6	5	8
Disagree	7	5	4	0
Neither disagree nor agree	36	40	42	15
Agree	28	36	36	58
Strongly agree	22	13	13	19

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

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

Table N4.4***Restorative Practices***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	10	9	9	8
Disagree	7	7	9	0
Neither disagree nor agree	41	49	52	42
Agree	27	27	24	27
Strongly agree	16	8	7	23

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

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Clarity of rules				
<i>Average reporting “Agree” or “Strongly agree”</i>	53	52	56	70
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	9	7	7	6
Disagree	7	6	4	0
Neither disagree nor agree	27	31	31	13
Agree	34	39	41	45
Strongly agree	22	17	16	35
Rules in this school are made clear to students.				
Strongly disagree	8	6	6	6
Disagree	8	6	5	10
Neither disagree nor agree	34	39	35	23
Agree	32	36	40	39
Strongly agree	17	12	13	23
This school makes it clear how students are expected to act.				
Strongly disagree	9	6	6	6
Disagree	6	5	4	6
Neither disagree nor agree	31	38	33	19
Agree	33	36	43	45
Strongly agree	21	14	13	23

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

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

Table N5.2***Disciplinary Harshness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
<i>Average reporting “Agree” or “Strongly agree”</i>	30	25	23	17
The rules in this school are too strict.				
Strongly disagree	12	9	9	10
Disagree	20	20	20	48
Neither disagree nor agree	45	49	49	29
Agree	13	14	14	3
Strongly agree	10	7	7	10
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	13	8	9	3
Disagree	15	18	22	27
Neither disagree nor agree	41	49	48	43
Agree	22	18	16	10
Strongly agree	8	7	5	17
Students get in trouble for breaking small rules.				
Strongly disagree	12	8	8	13
Disagree	15	15	17	23
Neither disagree nor agree	38	48	48	52
Agree	24	21	20	6
Strongly agree	11	7	7	6

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

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student peer relationships				
<i>Average reporting “Agree” or “Strongly agree”</i>	41	40	39	38
Students enjoy doing things with each other during school activities.				
Strongly disagree	9	8	7	7
Disagree	6	5	5	7
Neither disagree nor agree	30	38	40	46
Agree	37	38	37	25
Strongly agree	18	12	10	14
Students care about each other.				
Strongly disagree	9	7	7	7
Disagree	6	9	7	14
Neither disagree nor agree	41	42	45	46
Agree	30	33	34	21
Strongly agree	14	9	7	11
Students treat each other with respect.				
Strongly disagree	11	9	8	7
Disagree	14	12	11	15
Neither disagree nor agree	45	47	49	37
Agree	20	26	26	30
Strongly agree	11	7	6	11
Students get along well with each other.				
Strongly disagree	9	7	7	4
Disagree	10	8	7	4
Neither disagree nor agree	43	47	50	54
Agree	26	31	30	29
Strongly agree	12	7	6	11

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

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Support for social emotional learning				
<i>Average reporting “Agree” or “Strongly agree”</i>	45	42	42	62
This school encourages students to feel responsible for how they act.				
Strongly disagree	9	7	7	7
Disagree	7	7	6	0
Neither disagree nor agree	35	42	41	32
Agree	33	35	38	36
Strongly agree	15	9	9	25
This school encourages students to understand how others think and feel.				
Strongly disagree	10	8	8	7
Disagree	6	8	9	0
Neither disagree nor agree	39	43	42	32
Agree	30	33	32	39
Strongly agree	15	9	9	21
Students are taught that they can control their own behavior.				
Strongly disagree	9	7	7	7
Disagree	8	7	6	0
Neither disagree nor agree	39	42	43	29
Agree	30	34	37	36
Strongly agree	14	9	7	29

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

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

Table N7.1***Support for Social Emotional Learning Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students resolve conflicts with one another.				
Strongly disagree	10	9	8	7
Disagree	9	9	10	0
Neither disagree nor agree	44	46	48	36
Agree	26	29	28	36
Strongly agree	12	7	6	21
This school encourages students to care about how others feel.				
Strongly disagree	9	8	7	7
Disagree	8	7	8	0
Neither disagree nor agree	41	45	46	39
Agree	27	32	32	29
Strongly agree	15	8	7	25
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	9	7	7	4
Disagree	6	6	5	4
Neither disagree nor agree	31	40	38	18
Agree	29	33	37	43
Strongly agree	25	14	13	32

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

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

8. School Antibullying Climate

Table N8.1

Antibullying Climate Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Antibullying climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	35	33	34	42
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	14	12	12	7
Disagree	10	9	11	11
Neither disagree nor agree	37	41	37	25
Agree	24	27	30	29
Strongly agree	14	11	10	29
Students tell teachers when other students are being bullied.				
Strongly disagree	16	13	12	7
Disagree	8	11	14	11
Neither disagree nor agree	44	50	49	54
Agree	23	19	19	14
Strongly agree	9	7	6	14
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	10	7	8	7
Disagree	7	5	5	0
Neither disagree nor agree	38	42	41	32
Agree	29	35	37	46
Strongly agree	16	11	9	14

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

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

Table N8.1
Antibullying Climate Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	15	13	13	7
Disagree	15	16	16	14
Neither disagree nor agree	44	48	47	57
Agree	17	17	19	11
Strongly agree	9	6	5	11

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

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

9. School Physical Environment

Table N9.1

Quality of School Facilities Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Quality of school facilities				
<i>Average reporting “Agree” or “Strongly agree”</i>	42	45	44	83
My school is usually clean and tidy.				
Strongly disagree	9	6	6	0
Disagree	13	13	17	0
Neither disagree nor agree	38	37	33	26
Agree	32	38	38	71
Strongly agree	8	7	7	3
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	8	7	7	4
Disagree	7	7	8	0
Neither disagree nor agree	43	41	42	8
Agree	29	35	35	72
Strongly agree	13	10	8	16
The school grounds are kept clean.				
Strongly disagree	8	7	7	4
Disagree	10	8	9	0
Neither disagree nor agree	42	41	40	12
Agree	29	35	37	64
Strongly agree	11	9	7	20

Question HS/MS A.35, N.52, 56: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

Table N9.2
Classroom Crowding

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	14	10	11	16
Disagree	24	27	30	40
Neither disagree nor agree	42	44	42	32
Agree	13	14	13	4
Strongly agree	6	5	5	8

Question HS/MS N.53: How strongly do you agree or disagree with the following statements about your school?...

My classroom is so crowded it is hard to concentrate and learn.

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time for lunch				
<i>Average reporting “Agree” or “Strongly agree”</i>	53	48	48	67
I eat my lunch at the right time of day.				
Strongly disagree	10	8	7	8
Disagree	7	6	7	0
Neither disagree nor agree	32	38	38	35
Agree	36	37	38	46
Strongly agree	16	11	10	12
I have plenty of time to eat my lunch.				
Strongly disagree	10	9	9	8
Disagree	6	9	11	4
Neither disagree nor agree	30	33	33	12
Agree	36	38	39	54
Strongly agree	18	11	8	23

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

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

Table N10.2***Clean and Drinkable Water***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	10	8	8	8
Disagree	8	7	6	4
Neither disagree nor agree	35	40	42	24
Agree	29	35	35	52
Strongly agree	18	11	9	12

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

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

Tobacco Module

1. Module Sample

Table Q1.1

Student Sample for Tobacco Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	659	2,641	2,311	128
Final number	245	1,599	1,311	25
Response Rate	37%	61%	57%	20%

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

2. Vaping Patterns and Access to Vapes

Table Q2.1

Lifetime Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	91	89	76
Yes	7	9	11	24

Question HS/MS Q.1: Have you ever vaped tobacco or nicotine?

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

Table Q2.2

Age of Onset – Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger	7	10	4	
11-12 years old	53	22	9	
13-14 years old	40	56	50	
15-16 years old	0	10	32	
17 years or older	0	3	5	

Question HS/MS Q2: How old were you when you first tried vaping?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you ever vaped tobacco or nicotine?” were asked to answer this question.

Table Q2.3

Current Tobacco or Nicotine Vaping, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	76	67	66	
Yes	24	33	34	

Question HS/MS Q.4: Have you vaped tobacco or nicotine in the past 30 days?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you ever vaped tobacco or nicotine?” were asked to answer this question.

Table Q2.4***Reasons for Initial Vape Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
To fit in/peer pressure	56	26	25	
A family member used them	13	22	14	
To try to quit using other tobacco products, such as cigarettes	0	1	1	
They cost less than other tobacco products, such as cigarettes	0	3	1	
They were easier to get than other tobacco products, such as cigarettes	6	5	5	
They are less harmful than other forms of tobacco, such as cigarettes	19	6	7	
They were available in flavors I like	6	12	10	
I could use them unnoticed at home or at school	19	7	15	
It looks cool	38	15	11	
I was curious about them	75	55	66	
To relax or relieve stress or anxiety	31	22	19	
For the nicotine buzz	0	14	18	
To control my weight	13	6	8	
For some other reason	6	16	13	

Question HS/MS Q.3: Why did you first use vapes? (Mark all that apply.)

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

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you ever vaped tobacco or nicotine?” were asked to answer this question.

Table Q2.5***Reasons for Current Vape Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
To fit in/peer pressure		9	6	
A family member uses them		9	6	
To try to quit using other tobacco products, such as cigarettes		4	4	
They cost less than other tobacco products, such as cigarettes		0	2	
They are easier to get than other tobacco products, such as cigarettes		9	4	
They are less harmful than other forms of tobacco, such as cigarettes		13	2	
They are available in flavors I like		16	17	
I can use them unnoticed at home or at school		13	13	
It looks cool		11	6	
To relax or relieve stress or anxiety		40	52	
To focus or concentrate		27	25	
For the nicotine buzz		36	40	
Because I am “hooked”		24	23	
To control my weight		11	15	
For some other reason		29	15	

Question HS/MS Q.5: Why do you currently use vapes? (Mark all that apply.)

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

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you vaped tobacco or nicotine in the past 30 days?” were asked to answer this question.

Table Q2.6***Methods of Obtaining Vapes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I buy them myself		25	44	
I ask someone else to buy them for me		8	11	
Someone gives them to me		29	9	
I take them from someone		13	7	
I get them some other way		25	29	

Question HS/MS Q.6: How do you usually get your vapes (or pods or e-liquid)?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you vaped tobacco or nicotine in the past 30 days?” were asked to answer this question.

Table Q2.7***Purchase Locations for Vapes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
From someone I know		83	50	
A store such as a convenience store, supermarket, gas station, or liquor store		0	0	
A vape shop or tobacco shop		0	35	
A mall or shopping center kiosk/stand		0	0	
On the internet (including apps)		0	0	
Through a delivery service (such as DoorDash or Postmates)		0	0	
Other		17	15	

Question HS/MS Q.7: Where do you usually buy your vapes (or pods or e-liquid)?

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

Only respondents who answered “I buy them myself” to the question “How do you usually get your vapes (or pods or e-liquid)?” were asked to answer this question.

Table Q2.8***Purchase of Vaping Products at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		55	61	
Yes		45	39	

Question HS/MS Q.8: Have you ever purchased a vaping device (including disposable devices), pod, cartridge, single hit, or e-liquid refill at school or on school property?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you vaped tobacco or nicotine in the past 30 days?” were asked to answer this question.

Table Q2.9***Vaping Frequency Compared to One Year Ago***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
More		54	39	
About the same		20	20	
Less		26	41	

Question HS/MS Q9: Compared to one year ago, are you now vaping more, about the same, or less than before?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you vaped tobacco or nicotine in the past 30 days?” were asked to answer this question.

3. Smoking Patterns and Access to Cigarettes

Table Q3.1

Lifetime Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	99	98	97	83
Yes	1	2	3	17

Question HS/MS Q.18: Have you ever smoked cigarettes?

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

Table Q3.2

Age of Onset – Cigarette Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger		26	3	
11-12 years old		14	13	
13-14 years old		37	33	
15-16 years old		11	33	
17 years or older		11	20	

Question HS/MS Q.19: How old were you when you first tried cigarettes?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you ever smoked cigarettes?” were asked to answer this question.

Table Q3.3

Current Smoking, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		71	80	
Yes		29	20	

Question HS/MS Q.20: Have you smoked cigarettes in the past 30 days?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you ever smoked cigarettes?” were asked to answer this question.

Table Q3.4***Reasons for Current Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
To fit in/peer pressure		42	0	
A family member smokes them		25	0	
They are easier to get than other tobacco products, such as vapes		25	0	
They cost less than other tobacco products, such as vapes		8	18	
They are less harmful than other forms of tobacco, such as vapes		8	9	
They are available in flavors I like		33	0	
It looks cool		25	0	
To relax or relieve stress or anxiety		8	27	
To focus or concentrate		17	18	
For the nicotine buzz		17	27	
Because I am “hooked”		17	18	
To control my weight		17	9	
For some other reason		17	18	

Question HS/MS Q.21: Why do you currently smoke cigarettes? (Mark all that apply.)

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

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you smoked cigarettes in the past 30 days?” were asked to answer this question.

Table Q3.5***Methods of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I buy them myself		50		
I ask someone else to buy them for me		10		
Someone gives them to me		20		
I take them from someone		10		
I get them some other way		10		

Question HS/MS Q.22: How do you usually get your cigarettes?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you smoked cigarettes in the past 30 days?” were asked to answer this question.

Table Q3.6***Purchase Locations for Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
From someone I know				
A store such as a convenience store, supermarket, gas station, or liquor store				
A vape shop or tobacco shop				
A mall or shopping center kiosk/stand				
On the internet (including apps)				
Through a delivery service (such as DoorDash or Postmates)				
Other				

Question HS/MS Q.23: Where do you usually buy your cigarettes?

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

Only respondents who answered “I buy them myself” to the question “How do you usually get your cigarettes?” were asked to answer this question.

Table Q3.7***Purchase of Cigarettes at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		62	90	
Yes		38	10	

Question HS/MS Q.24: Have you ever purchased cigarettes (or one cigarette) from someone at school or on school property?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you smoked cigarettes in the past 30 days?” were asked to answer this question.

Table Q3.8***Smoking Frequency Compared to One Year Ago***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
More		23	10	
About the same		38	30	
Less		38	60	

Question HS/MS Q25: Compared to one year ago, are you now smoking cigarettes more, about the same, or less than before?

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

Only respondents who either answered “Yes” or did not select any answer to the question “Have you smoked cigarettes in the past 30 days?” were asked to answer this question.

4. Cessation

Table Q4.1

Desire to Quit

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Would you like to quit...</i>				
vaping?				
No		39	40	
Yes		61	60	
smoking cigarettes?				
No		50	40	
Yes		50	60	

Question HS/MS Q.10, 26: Would you like to quit vaping?... Would you like to quit smoking cigarettes?

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

Respondents were asked to answer the question on desire to quit vaping only if they either answered “Yes” or did not select any answer to the question “Have you vaped tobacco or nicotine in the past 30 days?”

Respondents were asked to answer the question on desire to quit smoking cigarettes only if they either answered “Yes” or did not select any answer to the question “Have you smoked cigarettes in the past 30 days?”

Table Q4.2
Likelihood of Quitting

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How likely are you to try to quit...</i>				
vaping?				
Definitely will		38	23	
Probably will		19	26	
May or may not		13	30	
Probably will not		13	15	
Definitely will not		19	6	
smoking cigarettes?				
Definitely will		50	55	
Probably will		10	9	
May or may not		10	18	
Probably will not		20	18	
Definitely will not		10	0	

Question HS/MS Q.11, 27: How likely are you to try to quit vaping?... How likely are you to try to quit smoking cigarettes?

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

Respondents were asked to answer the question on the likelihood to quit vaping only if they either answered “Yes” or did not select any answer to the question “Have you vaped tobacco or nicotine in the past 30 days?”

Respondents were asked to answer the question on the likelihood to quit cigarette smoking only if they either answered “Yes” or did not select any answer to the question “Have you smoked cigarettes in the past 30 days?”

Table Q4.3***Perceived Control Over Quitting***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How much control do you have over whether you quit... vaping?</i>				
No control at all		13	4	
A little control		13	8	
Medium control		8	29	
A lot of control		13	18	
Total control		54	41	
<i>smoking cigarettes?</i>				
No control at all		10		
A little control		20		
Medium control		20		
A lot of control		30		
Total control		20		

Question HS/MS Q.12, 28: How much control do you have over whether you quit vaping?... How much control do you have over whether you quit smoking cigarettes?

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

Respondents were asked to answer the question related to perceived control over quitting vaping only if they either answered “Yes” or did not select any answer to the question “Have you vaped tobacco or nicotine in the past 30 days?”

Respondents were asked to answer the question related to perceived control over quitting cigarette smoking only if they either answered “Yes” or did not select any answer to the question “Have you smoked cigarettes in the past 30 days?”

5. Attitudes and Beliefs

Table Q5.1

Difficulty in Refusing Vape or Cigarette Offers from Friends

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How hard would it be for you to refuse or say “no” to a friend who offered you...</i>				
<i>a vape?</i>				
Very hard	2	4	3	10
Hard	2	2	2	0
Easy	21	17	16	19
Very easy	75	78	78	71
<i>a cigarette to smoke?</i>				
Very hard	5	4	3	9
Hard	3	1	2	0
Easy	13	14	13	17
Very easy	80	80	82	74

Question HS/MS Q.13, 29: How hard would it be for you to refuse or say “no” to a friend who offered you a vape?... How hard would it be for you to refuse or say “no” to a friend who offered you a cigarette to smoke?

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

Only respondents who answered “No” to the question “Have you ever vaped tobacco or nicotine?” were asked to answer the question related to difficulty in refusing vape offers.

Only respondents who answered “No” to the question “Have you ever smoked cigarettes?” were asked to answer the question related to difficulty in refusing cigarette offers.

Table Q5.2***Perceived Likelihood of Using in the Next Year***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How likely do you think it is that you will...</i>				
<i>vape at least one time in the next year?</i>				
I am sure it will not happen	79	76	74	67
It probably will not happen	13	15	16	14
There is an even chance (50–50) that it will happen	5	6	7	5
It probably will happen	2	2	2	10
It will happen for sure	1	1	1	5
<i>smoke one or more cigarettes in the next year?</i>				
I am sure it will not happen	87	86	85	61
It probably will not happen	11	10	10	13
There is an even chance (50–50) that it will happen	1	2	3	17
It probably will happen	1	1	1	0
It will happen for sure	0	1	1	9

Question HS/MS Q.14, 30: How likely do you think it is that you will vape at least one time in the next year?...

How likely do you think it is that you will smoke one or more cigarettes in the next year?

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

Only respondents who answered “No” to the question “Have you ever vaped tobacco or nicotine?” were asked to answer the question related to the perceived likelihood of vaping.

Only respondents who answered “No” to the question “Have you ever smoked cigarettes?” were asked to answer the question related to the perceived likelihood of smoking.

Table Q5.3

Estimated Vape and Cigarette Use Among Peers

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think...</i>				
vape tobacco or nicotine at least once a month?				
0	35	20	17	16
10	28	22	17	12
20	12	13	13	8
30	4	11	15	12
40	4	8	11	20
50	8	10	10	8
60	4	5	7	12
70	2	4	5	4
80	1	2	3	0
90	0	1	1	0
100	2	4	3	8
smoke cigarettes at least once a month?				
0	51	35	34	42
10	22	29	31	21
20	8	14	14	17
30	5	7	8	13
40	3	4	4	0
50	6	4	4	4
60	1	2	2	0
70	1	1	1	0
80	0	1	1	0
90	0	1	1	0
100	1	2	2	4

Question HS/MS Q.15, 31: Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think vape tobacco or nicotine at least once a month?... Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think smoke cigarettes at least once a month?

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

Table Q5.4***Personal Disapproval of Daily Vaping and Smoking Among Peers***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How do you feel about someone your age...</i>				
vaping nicotine or tobacco multiple times every day?				
Neither approve nor disapprove	30	37	42	68
Somewhat disapprove	19	19	17	16
Strongly disapprove	51	44	41	16
smoking one or more packs of cigarettes a day?				
Neither approve nor disapprove	30	29	32	43
Somewhat disapprove	8	13	11	17
Strongly disapprove	62	58	57	39

Question HS/MS Q.16, 32: How do you feel about someone your age vaping nicotine or tobacco multiple times every day?... How do you feel about someone your age smoking one or more packs of cigarettes a day?

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

Table Q5.5***Perceived Peer Disapproval of Heavy Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How do you think your close friends would feel about you...</i>				
vaping nicotine or tobacco multiple times every day?				
Neither approve nor disapprove	28	33	39	67
Somewhat disapprove	17	19	17	17
Strongly disapprove	56	48	44	17
smoking one or more packs of cigarettes a day?				
Neither approve nor disapprove	25	27	30	46
Somewhat disapprove	13	14	12	8
Strongly disapprove	62	59	58	46

Question HS/MS Q.17, 33: How do you think your close friends would feel about you vaping nicotine or tobacco multiple times every day?... How do you think your close friends would feel about you smoking one or more packs of cigarettes a day?

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

6. Exposure to Prevention Programs

Table Q6.1

Tobacco Education in School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, did you do any of these things at school?</i>				
Have lessons about tobacco and its effects on the body				
No	48	53	59	54
Yes	30	27	26	38
Not sure	22	20	15	8
Practice different ways to refuse or say “no” to tobacco offers				
No	56	59	66	58
Yes	19	20	18	25
Not sure	25	20	16	17

Question HS/MS Q.34, 35: During the past 12 months, did you do any of these things at school?... Have lessons about tobacco and its effects on the body... Practice different ways to refuse or say “no” to tobacco offers.

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

Table Q6.2

Discussions with Parents/Guardians on the Risks of Tobacco Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	72	71	76	83
Yes	28	29	24	17

Question HS/MS Q.36: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco use?

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

Table Q6.3

Seeking Help at School for Quitting Vaping and Smoking, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>In the past 12 months, did you do any of the following things at school to get help to quit vaping or smoking cigarettes?</i>				
Go to a special group or class				
No	87	92	96	
Yes	13	8	4	
Talk to an adult at your school about how to quit				
No	93	91	95	
Yes	7	9	5	
Talk to a peer helper about how to quit				
No	93	86	96	
Yes	7	14	4	

Question HS/MS Q.37-39: In the past 12 months, did you do any of the following things at school to get help to quit vaping or smoking cigarettes?... Go to a special group or class... Talk to an adult at your school about how to quit... Talk to a peer helper about how to quit.

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

Only respondents who answered “Yes” to the question “Have you ever vaped tobacco or nicotine?” or those who answered “Yes” to the question “Have you ever smoked cigarettes?” were asked to answer these questions.

Appendix I

2024-25 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
California Military Institute	100	98	100	
Heritage High		88	52	
Liberty High		84	76	
Paloma Valley High		97	94	
Pathways for Adult Life Skills				
Perris High		81	82	
Perris Lake High (Continuation)				42
Pinacate Middle	63			
Scholar Plus Online Learning			50	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2024-25 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

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