

CALIFORNIA HEALTHY KIDS SURVEY



La Paloma High (Continuation) 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. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

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

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. The Appendix is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ccsc.wested.org) website houses school climate resources and guides, and archived virtual events.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

Data Workshop

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

Request Additional Reports and Data

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

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

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

Exhibit 1

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

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

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CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	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	X
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module (RYDM)	
M. Safety & Violence Module	
N. School Climate Module (SCM)	X
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

		NT ^A
<i>Student Sample Size</i>		
Target sample		205
Final number		60
Response Rate		29%

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

Table A1.2

Number of Respondents by Instructional Model

		NT
In-school learning only		56
Remote learning only		4

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	NT %	Table
School Engagement and Supports		
School connectedness [†]	52	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)		A6.4
Academic motivation [†]	61	A6.4
School is really boring [±]	47	A6.11
School is worthless and a waste of time [±]	19	A6.11
Current absenteeism (≥3 times) [¶]	31	A6.2
Trouble focusing on schoolwork ^σ	27	A6.10
Caring adult relationships [‡]	66	A6.4
High expectations [‡]	74	A6.4
Meaningful participation [‡]	24	A6.4
Facilities upkeep ^σ	59	A6.15
Promotion of parental involvement in school [†]	46	A6.4
School Safety and Cyberbullying		
School perceived as very safe or safe	65	A8.1
Experienced any harassment or bullying [§]	20	A8.2
Had mean rumors or lies spread about you [§]	29	A8.3
Been afraid of being beaten up [§]	6	A8.3
Been in a physical fight [§]	18	A8.4
Seen a weapon on campus [§]	12	A8.6
Cyberbullying [§]	25	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**

	NT %	Table
Substance Use		
Current alcohol or drug use [¶]	32	A9.5
Current tobacco use [¶]	21	A10.8
Current marijuana use [¶]	23	A9.5
Current binge drinking [¶]	14	A9.5
Very drunk or “high” 7 or more times, ever	23	A9.7
Been drunk or “high” on drugs at school, ever	21	A9.9
Current cigarette smoking [¶]	16	A10.5
Current use of vape products [¶]	20	A10.6
Current tobacco vaping [¶]	18	A10.6
Current marijuana vaping [¶]	16	A10.6
Health Routines		
Eating of breakfast [‡]	30	A4.1
Bedtime (at 12 am or later)	50	A4.2
Remote Schooling		
Remote learning frequency (5 days per week) ^{¶δ}		A5.1
Synchronous instruction (4 days or more) ^{‡δ}		A5.1
Interest in schoolwork done from home ^{σδ}		A5.3
Meaningful opportunities ^{θδ}		A5.2

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[‡]Past 7 days.

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

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

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

	NT %	Table
Social and Emotional Health		
Social emotional distress [‡]	23	A7.5
Experienced chronic sadness/hopelessness [§]	26	A7.1
Considered suicide [§]	7	A7.2
Optimism [‡]	36	A7.3
Life satisfaction [‡]	63	A7.4
	NT	
California Student Wellness Index [°]	102.3	NP

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

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

[§]Past 12 months.

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

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

NP-Not presented in an individual table.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	NT %
In-School Model	93
Remote Learning Model	7

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

	NT %
Male	55
Female	43
Nonbinary	0
Something else	2

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

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

Table A3.3

Gender Identity

	NT %
No, I am not transgender	88
Yes, I am transgender	2
I am not sure if I am transgender	5
Decline to respond	5

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

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

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

	NT %
Heterosexual (straight)	80
Lesbian or Gay	0
Bisexual	10
Something else	3
Not sure	2
Decline to respond	5

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***

	NT %
American Indian or Alaska Native, non-Hispanic	0
Asian or Asian American, non-Hispanic	0
Black or African American, non-Hispanic	18
Hispanic or Latino/a	52
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	20
Multiracial, non-Hispanic	5
Something else, non-Hispanic	5

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

	NT %
A home with one or more parent or guardian	90
Other relative's home	3
A home with more than one family	2
Friend's home	0
Foster home, group care, or waiting placement	2
Hotel or motel	0
Shelter, car, campground, or other transitional or temporary housing	2
Other living arrangement	2

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

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

Table A3.7
Living Situation

	NT %
Home with one or more parent or guardian	90
Foster home	2
Homeless	2
Other living arrangement	7

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***

	NT %
Did not finish high school	23
Graduated from high school	27
Attended college but did not complete four-year degree	3
Graduated from college	28
Don't know	18

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***

	NT %
No	70
Yes	15
Don't know	13
Prefer not to say	2

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***

	NT %
No	77
Yes	3
Don't know	20

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***

	NT %
Not currently in English Learner Program	96
Less than 7 years (EL)	2
7 years or more (LTEL)	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***

	NT %
English	65
Spanish	27
Mandarin	0
Cantonese	0
Taiwanese	2
Tagalog	0
Vietnamese	0
Korean	0
Arabic	0
Other	7

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

	NT %
<i>How well do you...</i>	
understand English?	
Very well	85
Well	10
Not well	0
Not at all	5
speak English?	
Very well	90
Well	5
Not well	0
Not at all	5
read English?	
Very well	86
Well	10
Not well	0
Not at all	5
write English?	
Very well	76
Well	19
Not well	0
Not at all	5
<i>English Language Proficiency Status</i>	
Proficient	81
Not proficient	19

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***

	NT %
I do not attend my school's afterschool program	96
1 day	2
2 days	2
3 days	0
4 days	0
5 days	0

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***

	NT %
No	93
Yes	0
Don't know	7

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

	NT %
No	70
Yes	30

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

	NT %
Before 7:00 pm	5
7:00-7:59 pm	2
8:00-8:59 pm	3
9:00-9:59 pm	7
10:00-10:59 pm	18
11:00-11:59 pm	15
12:00-12:59 am	22
After 1:00 am	28
<i>Bedtime at 12 am or later</i>	50

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)

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

Question HS/MS A.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)

	NT
	%
Not at all true	
A little true	
Pretty much true	
Very much true	

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

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

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

	NT
	%
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	

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

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

6. School Performance, Engagement, and Supports

Table A6.1
Grades, Past 12 Months

	NT %
Mostly A's	9
A's and B's	40
Mostly B's	7
B's and C's	21
Mostly C's	7
C's and D's	10
Mostly D's	7
Mostly F's	0

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

	NT %
I did not miss any days of school in the past 30 days	29
1 day	14
2 days	27
3 or more days	31

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***

	NT %
Does not apply; I didn't miss any school	31
Illness (feeling physically sick), including problems with breathing or your teeth	50
Were being bullied or mistreated at school	6
Felt very sad, hopeless, anxious, stressed, or angry	10
Didn't get enough sleep	21
Didn't feel safe at school or going to and from school	4
Had to take care of or help a family member or friend	12
Wanted to spend time with friends	3
Used alcohol or drugs	2
Were behind in schoolwork or weren't prepared for a test or class assignment	0
Were bored or uninterested in school	9
Had no transportation to school	22
Other reason	7

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***

	NT %	Table
Total school supports	55	
Caring relationships-adults in school [‡]	66	A6.5
High expectations-adults in school [‡]	74	A6.6
Meaningful participation at school [‡]	24	A6.7
School connectedness [†]	52	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>		A6.8
Academic motivation [†]	61	A6.9
Promotion of parental involvement in school [†]	46	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.”*

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

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

Table A6.5
Caring Relationships Scale Questions

	NT %
Caring relationships-adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	66
<i>There is a teacher or some other adult from my school... who really cares about me.</i>	
Not at all true	14
A little true	25
Pretty much true	38
Very much true	23
<i>who notices when I’m not there.</i>	
Not at all true	11
A little true	25
Pretty much true	43
Very much true	21
<i>who listens to me when I have something to say.</i>	
Not at all true	11
A little true	18
Pretty much true	42
Very much true	30

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

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

Table A6.6***High Expectations Scale Questions***

	NT %
High expectations-adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	74
<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	7
A little true	21
Pretty much true	44
Very much true	28
<i>who always wants me to do my best.</i>	
Not at all true	7
A little true	19
Pretty much true	37
Very much true	37
<i>who believes that I will be a success.</i>	
Not at all true	11
A little true	14
Pretty much true	39
Very much true	37

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

	NT %
Meaningful participation at school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	24
At school/When I participate in school,...	
I do interesting activities.	
Not at all true	36
A little true	34
Pretty much true	14
Very much true	16
I help decide things like class activities or rules.	
Not at all true	57
A little true	23
Pretty much true	9
Very much true	11
I do things that make a difference.	
Not at all true	39
A little true	36
Pretty much true	12
Very much true	12
I have a say in how things work.	
Not at all true	48
A little true	27
Pretty much true	18
Very much true	7
I help decide school activities or rules.	
Not at all true	66
A little true	12
Pretty much true	11
Very much true	11

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

	NT %
School connectedness	
<i>Average reporting “Agree” or “Strongly agree”</i>	52
School connectedness^ψ (Remote Only)	
<i>Average reporting “Agree” or “Strongly agree”</i>	
I feel close to people at/from this school.	
Strongly disagree	16
Disagree	14
Neither disagree nor agree	46
Agree	21
Strongly agree	4
I am happy with/to be at this school.	
Strongly disagree	11
Disagree	5
Neither disagree nor agree	26
Agree	49
Strongly agree	9
I feel like I am part of this school.	
Strongly disagree	11
Disagree	5
Neither disagree nor agree	41
Agree	36
Strongly agree	7

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

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

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

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

	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.	
Strongly disagree	9
Disagree	2
Neither disagree nor agree	21
Agree	41
Strongly agree	27
I feel safe in my school.	
Strongly disagree	4
Disagree	4
Neither disagree nor agree	26
Agree	38
Strongly agree	28

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***

	NT %
Academic motivation	
<i>Average reporting “Agree” or “Strongly agree”</i>	61
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	4
Disagree	7
Neither disagree nor agree	12
Agree	61
Strongly agree	16
I try hard on my schoolwork because I am interested in it.	
Strongly disagree	12
Disagree	11
Neither disagree nor agree	35
Agree	33
Strongly agree	9
I work hard to try to understand new things when doing my schoolwork.	
Strongly disagree	7
Disagree	5
Neither disagree nor agree	37
Agree	39
Strongly agree	12
I am always trying to do better in my schoolwork.	
Strongly disagree	4
Disagree	0
Neither disagree nor agree	23
Agree	51
Strongly agree	23

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

	NT %
It is hard for me to stay focused when doing my schoolwork.	
Strongly disagree	11
Disagree	29
Neither disagree nor agree	33
Agree	16
Strongly agree	11

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

	NT %
School boredom	
Low (0-3)	18
Moderate (4-6)	35
High (7-10)	47
Value of school	
High (0-3)	63
Moderate (4-6)	18
Low (7-10)	19

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	NT %
High Value	Low Boredom	18
	Moderate Boredom	23
	High Boredom	23
Moderate Value	Moderate Boredom	9
	High Boredom	9
Low Value	High Boredom	16

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***

	NT %
Promotion of parental involvement in school	
<i>Average reporting “Agree” or “Strongly agree”</i>	46
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	7
Disagree	4
Neither disagree nor agree	36
Agree	38
Strongly agree	16
Parents feel welcome to participate at this school.	
Strongly disagree	7
Disagree	7
Neither disagree nor agree	55
Agree	25
Strongly agree	5
School staff take parent concerns seriously.	
Strongly disagree	5
Disagree	4
Neither disagree nor agree	36
Agree	48
Strongly agree	7

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

	NT %
A teacher or some other adult from my school checks on how I am feeling.	
Not at all true	14
A little true	25
Pretty much true	36
Very much true	25

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

	NT %
My school is usually clean and tidy.	
Strongly disagree	8
Disagree	8
Neither disagree nor agree	25
Agree	47
Strongly agree	12

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

	NT %
No	74
Yes	26

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

	NT %
No	93
Yes	7

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***

	NT %
Optimism	
<i>Average reporting “Pretty much true” or “Very much true”</i>	36
Each day I look forward to having a lot of fun.	
Not at all true	38
A little true	32
Pretty much true	15
Very much true	15
I usually expect to have a good day.	
Not at all true	32
A little true	26
Pretty much true	28
Very much true	13
Overall, I expect more good things to happen to me than bad things.	
Not at all true	36
A little true	26
Pretty much true	19
Very much true	19

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

	NT %
Life satisfaction	
<i>Average reporting “Satisfied” or “Very satisfied”</i>	63
<i>I would describe my satisfaction with...</i>	
my family life as...	
Very dissatisfied	6
Dissatisfied	10
A little dissatisfied	4
A little satisfied	8
Satisfied	37
Very satisfied	35
my friendships as...	
Very dissatisfied	2
Dissatisfied	4
A little dissatisfied	6
A little satisfied	22
Satisfied	35
Very satisfied	31
my school experience as...	
Very dissatisfied	14
Dissatisfied	10
A little dissatisfied	6
A little satisfied	22
Satisfied	31
Very satisfied	18

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

	NT %
<i>I would describe my satisfaction with...</i>	
myself as...	
Very dissatisfied	8
Dissatisfied	2
A little dissatisfied	12
A little satisfied	22
Satisfied	27
Very satisfied	29
where I live as...	
Very dissatisfied	4
Dissatisfied	4
A little dissatisfied	6
A little satisfied	16
Satisfied	27
Very satisfied	43

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

	NT %
Social emotional distress	
<i>Average reporting “Pretty much true” or “Very much true”</i>	23
I had a hard time relaxing.	
Not at all true	43
A little true	32
Pretty much true	13
Very much true	11
I felt sad and down.	
Not at all true	57
A little true	26
Pretty much true	9
Very much true	8
I was easily irritated.	
Not at all true	38
A little true	19
Pretty much true	13
Very much true	29
It was hard for me to cope and I thought I would panic.	
Not at all true	73
A little true	15
Pretty much true	6
Very much true	6
It was hard for me to get excited about anything.	
Not at all true	57
A little true	25
Pretty much true	11
Very much true	8

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School

	NT %
Very safe	33
Safe	33
Neither safe nor unsafe	27
Unsafe	4
Very unsafe	4

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

	NT %
Race, ethnicity, or national origin	
0 times	89
1 time	0
2 or more times	11
Religion	
0 times	96
1 time	0
2 or more times	4
Gender	
0 times	94
1 time	2
2 or more times	4
Because you are gay, lesbian, or bisexual or someone thought you were	
0 times	98
1 time	0
2 or more times	2
A physical or mental disability	
0 times	94
1 time	4
2 or more times	2
<i>Any of the above five reasons</i>	15
<i>Any of the above five reasons (2 or more times)</i>	15

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

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

Table A8.2***Reasons for Harassment, Past 12 Months – Continued***

	NT %
You are an immigrant or someone thought you were	
0 times	94
1 time	2
2 or more times	4
Any other reason	
0 times	89
1 time	2
2 or more times	9
<i>Any harassment</i>	20

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

	NT %
School violence victimization	
<i>Average reporting “1 or more times”</i>	18
<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	87
1 time	10
2 to 3 times	2
4 or more times	2
been afraid of being beaten up?	
0 times	94
1 time	2
2 to 3 times	2
4 or more times	2
<i>During the past 12 months, how many times have you...</i>	
had mean rumors or lies spread about you?	
0 times	71
1 time	11
2 to 3 times	7
4 or more times	11
had sexual jokes, comments, or gestures made to you?	
0 times	82
1 time	5
2 to 3 times	5
4 or more times	7

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

	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	86
1 time	8
2 to 3 times	4
4 or more times	2
been made fun of because of your looks or the way you talk?	
0 times	80
1 time	4
2 to 3 times	6
4 or more times	11
been made fun of, insulted, or called names?	
0 times	84
1 time	2
2 to 3 times	2
4 or more times	13
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
1 time	11
2 to 3 times	8
4 or more times	6

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

Table A8.4

School Violence Perpetration Scale Questions

	NT %
School violence perpetration	
<i>Average reporting “1 or more times”</i>	10
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>	
0 times	82
1 time	14
2 to 3 times	2
4 or more times	2
<i>been offered, sold, or given an illegal drug?</i>	
0 times	84
1 time	6
2 to 3 times	6
4 or more times	4
<i>damaged school property on purpose?</i>	
0 times	96
1 time	4
2 to 3 times	0
4 or more times	0
<i>carried a gun?</i>	
0 times	96
1 time	2
2 to 3 times	0
4 or more times	2
<i>carried any other weapon (such as a knife or club)?</i>	
0 times	90
1 time	8
2 to 3 times	0
4 or more times	2

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***

	NT %
<i>During the past 12 months, how many times on school property have you...</i>	
been threatened with harm or injury?	
0 times	90
1 time	2
2 to 3 times	4
4 or more times	4
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	94
1 time	2
2 to 3 times	4
4 or more times	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***

	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	88
1 time	4
2 to 3 times	4
4 or more times	4

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

	NT %	Table
Lifetime alcohol or drug use	44	A9.2
Lifetime marijuana use	37	A9.2
Lifetime very drunk or high (7 or more times)	23	A9.7
Current alcohol or drug use [¶]	32	A9.5
Current marijuana use [¶]	23	A9.5
Current heavy drug use [¶]	18	A9.5
Current heavy alcohol use (binge drinking) [¶]	14	A9.5
Current alcohol or drug use on school property [¶]	15	A9.8
Harmfulness of occasional marijuana use ^B	31	A9.11
Difficulty of obtaining marijuana ^C	20	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***

	NT %
Alcohol	35
Marijuana	37
Inhalants	11
Cocaine, methamphetamine, or any amphetamines	7
Ecstasy, LSD, or other psychedelics	14
Prescription pain medication (opioids)	5
Cold/cough medicines or other over-the-counter medicines to get “high”	14
Any other drug, pill, or medicine to get “high”	7
<i>Any of the above AOD use</i>	44

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

Table A9.3
Lifetime AOD Use

	NT %
Alcohol (one full drink)	
0 times	65
1 time	2
2 to 3 times	4
4 or more times	30
Marijuana (smoke, vape, eat, or drink)	
0 times	63
1 time	5
2 to 3 times	2
4 or more times	30
Inhalants	
0 times	89
1 time	0
2 to 3 times	4
4 or more times	7
Cocaine, methamphetamine, or any amphetamines	
0 times	93
1 time	2
2 to 3 times	2
4 or more times	4
Ecstasy, LSD, or other psychedelics	
0 times	86
1 time	5
2 to 3 times	2
4 or more times	7
Prescription pain medication	
0 times	95
1 time	0
2 to 3 times	0
4 or more times	5

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

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

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

	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”	
0 times	86
1 time	2
2 to 3 times	2
4 or more times	11
Any other drug, pill, or medicine to get “high” or for reasons other than medical	
0 times	93
1 time	0
2 to 3 times	0
4 or more times	7

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

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

Table A9.4
Methods of Marijuana Consumption

	NT
	%
<i>During your life, how many times have you used marijuana in any of the following ways...</i>	
Smoke it?	
0 times	69
1 time	4
2 to 3 times	4
4 or more times	24
In a vaping device?	
0 times	70
1 time	2
2 to 3 times	2
4 or more times	27
Eat or drink it in products made with marijuana?	
0 times	70
1 time	2
2 to 3 times	9
4 or more times	20
<i>Ever used marijuana in all three ways</i>	29

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***

	NT %
Alcohol (one or more drinks of alcohol)	18
Binge drinking (5 or more drinks in a row)	14
Marijuana (smoke, vape, eat, or drink)	23
Inhalants	4
Prescription drugs to get “high” or for reasons other than prescribed	11
Other drug, pill, or medicine to get “high” or for reasons other than medical	9
<i>Any drug use</i>	27
<i>Heavy drug use</i>	18
<i>Any AOD Use</i>	32
Two or more substances at the same time	11

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

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

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

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

	NT %
Alcohol (one or more drinks)	
0 days	82
1 or 2 days	11
3 to 9 days	0
10 to 19 days	4
20 to 30 days	4
Binge drinking (5 or more drinks in a row)	
0 days	86
1 or 2 days	7
3 to 9 days	2
10 to 19 days	2
20 to 30 days	4
Marijuana (smoke, vape, eat, or drink)	
0 days	77
1 or 2 days	9
3 to 9 days	2
10 to 19 days	2
20 to 30 days	11

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”

	NT %
Very drunk or sick after drinking alcohol	
0 times	75
1 to 2 times	12
3 to 6 times	7
7 or more times	5
“High” (loaded, stoned, or wasted) from using drugs	
0 times	68
1 to 2 times	5
3 to 6 times	4
7 or more times	23
<i>Very drunk or “high” 7 or more times</i>	23

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***

	NT %
Alcohol	
0 days	94
1 to 2 days	2
3 or more days	4
Marijuana (smoke, vape, eat, or drink)	
0 days	86
1 to 2 days	6
3 or more days	8
Any other drug, pill, or medicine to get “high” or for reasons other than medical	
0 days	94
1 to 2 days	2
3 or more days	4
<i>Any of the above</i>	15

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***

	NT %
0 times	79
1 to 2 times	4
3 to 6 times	4
7 or more times	14

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

	NT %
Alcohol	
Does not apply, don't use	79
0 times	14
1 time	2
2 to 3 times	4
4 or more times	2
Marijuana	
Does not apply, don't use	79
0 times	7
1 time	7
2 to 3 times	5
4 or more times	2

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

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

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

Table A9.11
Perceived Harm of AOD Use

	NT %
Alcohol - drink occasionally	
Great	31
Moderate	20
Slight	22
None	27
Alcohol - 5 or more drinks once or twice a week	
Great	45
Moderate	18
Slight	9
None	29
Marijuana - use occasionally	
Great	31
Moderate	13
Slight	22
None	35
Marijuana - use daily	
Great	41
Moderate	16
Slight	11
None	32

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”***

	NT %
Alcohol	
Very difficult	20
Fairly difficult	5
Fairly easy	16
Very easy	29
Don't know	30
Marijuana	
Very difficult	20
Fairly difficult	4
Fairly easy	12
Very easy	34
Don't know	30
Prescription drugs to get “high” or for reasons other than prescribed	
Very difficult	20
Fairly difficult	11
Fairly easy	18
Very easy	14
Don't know	38

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

	NT %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	18	A10.2
Current cigarette smoking [¶]	16	A10.5
Current cigarette smoking at school [¶]	4	A10.9
Ever tried smokeless tobacco	18	A10.2
Current smokeless tobacco use [¶]	6	A10.5
Current smokeless tobacco use at school [¶]	4	A10.9
Ever used vape products	39	A10.2
Current use of vape products [¶]	20	A10.5
Current tobacco vaping [¶]	18	A10.6
Current marijuana vaping [¶]	16	A10.6
Current vaping at school [¶]	13	A10.9
Lifetime tobacco use	32	A10.2
Current tobacco use [¶]	21	A10.8
Cessation Attempts		
Tried to quit smoking or vaping tobacco or nicotine	12	A10.14
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking ^B	36	A10.15
Harmfulness of smoking 1 or more packs/day ^B	64	A10.15
Harmfulness of vaping occasionally ^B	38	A10.16
Harmfulness of vaping several times a day ^B	61	A10.16
Difficulty of obtaining cigarettes ^C	18	A10.17
Difficulty of obtaining vape products ^C	20	A10.17
Anti-Tobacco Policy		
School bans tobacco use and vaping	68	A10.18

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

[¶]Past 30 days.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use and Vaping

	NT %
A whole cigarette	
0 times	82
1 time	0
2 to 3 times	0
4 or more times	18
Smokeless tobacco	
0 times	82
1 time	2
2 to 3 times	2
4 or more times	14
Vape products	
0 times	61
1 time	4
2 to 3 times	5
4 or more times	30
<i>Lifetime tobacco use</i>	
No	68
Yes	32

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

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

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

Table A10.3
Substances Ever Vaped

	NT %
Vaped tobacco or nicotine	
0 times	68
1 time	2
2 to 3 times	5
4 or more times	25
Vaped marijuana or THC	
0 times	72
1 time	4
2 to 3 times	0
4 or more times	25
Vaped other product	
0 times	87
1 time	0
2 to 3 times	4
4 or more times	9

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

	NT %
Never vaped tobacco/nicotine or marijuana/THC	67
Vaped tobacco or nicotine only	5
Vaped marijuana or THC only	2
Vaped tobacco/nicotine and marijuana/THC	26

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***

	NT %
Cigarettes	
Any	16
Daily (20 or more days)	4
Smokeless tobacco	
Any	6
Daily (20 or more days)	4
Vape products	
Any	20
Daily (20 or more days)	14

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

	NT %
Vaped tobacco or nicotine	
0 days	82
1 or 2 days	5
3 to 9 days	0
10 to 19 days	2
20 to 30 days	11
Vaped marijuana or THC	
0 days	84
1 or 2 days	2
3 to 9 days	2
10 to 19 days	4
20 to 30 days	9
Vaped other product	
0 days	95
1 or 2 days	2
3 to 9 days	0
10 to 19 days	0
20 to 30 days	4

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

	NT %
Did not vape tobacco/nicotine or marijuana/THC	80
Vaped tobacco or nicotine only	4
Vaped marijuana or THC only	2
Vaped tobacco/nicotine and marijuana/THC	14

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**

	NT %
No	79
Yes	21

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**

	NT %
Cigarettes	
0 days	96
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	4
Smokeless tobacco	
0 days	96
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	4
Vape	
0 days	87
1 or 2 days	0
3 to 9 days	0
10 to 19 days	4
20 to 30 days	10

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

	NT %
Vaped tobacco or nicotine	
0 days	87
1 or 2 days	2
3 to 9 days	0
10 to 19 days	2
20 to 30 days	10
Vaped marijuana or THC	
0 days	88
1 or 2 days	2
3 to 9 days	0
10 to 19 days	4
20 to 30 days	6
Vaped other product	
0 days	96
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	4

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

	NT %
Did not vape tobacco/nicotine or marijuana/THC	87
Vaped tobacco or nicotine only	2
Vaped marijuana or THC only	0
Vaped tobacco/nicotine and marijuana/THC	12

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***

	NT
	%
No	87
Yes	13

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***

	NT
	%
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes	
0 days	87
1 day	2
2 days	2
3-9 days	0
10-19 days	0
20-30 days	10

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

	NT %
Does not apply, don't use	84
0 times	4
1 time	5
2 to 3 times	4
4 or more times	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.

Table A10.15
Perceived Harm of Cigarette Smoking

	NT %
Smoke cigarettes occasionally	
Great	36
Moderate	18
Slight	18
None	29
Smoke 1 or more packs of cigarettes each day	
Great	64
Moderate	5
Slight	4
None	27

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***

	NT %
Vape tobacco or nicotine occasionally	
Great	38
Moderate	22
Slight	16
None	24
Vape tobacco or nicotine several times a day (100 puffs or more)	
Great	61
Moderate	11
Slight	4
None	25

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

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

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

	NT %
Cigarettes	
Very difficult	18
Fairly difficult	9
Fairly easy	16
Very easy	21
Don't know	36
Vape products	
Very difficult	20
Fairly difficult	2
Fairly easy	11
Very easy	39
Don't know	29

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***

	NT %
No	5
Yes	68
Don't know	27

Question HS A.116/MS A.108: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1
Gang Involvement

	NT %
No	93
Yes	7

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

	NT %
School Connectedness[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	57
Native Hawaiian or Pacific Islander	
White	57
Multiracial	
Something else	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Academic Motivation[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	43
Hispanic or Latino/a	66
Native Hawaiian or Pacific Islander	
White	65
Multiracial	
Something else	

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

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

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

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

	NT %
School is really boring[±]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	64
Hispanic or Latino/a	38
Native Hawaiian or Pacific Islander	
White	58
Multiracial	
Something else	
School is worthless and a waste of time[±]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	27
Hispanic or Latino/a	10
Native Hawaiian or Pacific Islander	
White	42
Multiracial	
Something else	
Current absenteeism (≥3 times)[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	36
Hispanic or Latino/a	20
Native Hawaiian or Pacific Islander	
White	50
Multiracial	
Something else	

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***

	NT %
Trouble focusing on schoolwork^σ	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	20
Hispanic or Latino/a	29
Native Hawaiian or Pacific Islander	
White	25
Multiracial	
Something else	
Caring adult relationships[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	71
Hispanic or Latino/a	60
Native Hawaiian or Pacific Islander	
White	78
Multiracial	
Something else	
High expectations[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	76
Hispanic or Latino/a	70
Native Hawaiian or Pacific Islander	
White	86
Multiracial	
Something else	

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***

	NT %
Meaningful participation[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	11
Hispanic or Latino/a	25
Native Hawaiian or Pacific Islander	
White	28
Multiracial	
Something else	
Facilities upkeep^σ	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	58
Native Hawaiian or Pacific Islander	
White	67
Multiracial	
Something else	
Promotion of parental involvement in school[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	42
Hispanic or Latino/a	51
Native Hawaiian or Pacific Islander	
White	47
Multiracial	
Something else	

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

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

^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

	NT %
School perceived as very safe or safe	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	67
Native Hawaiian or Pacific Islander	
White	73
Multiracial	
Something else	
Experienced harassment due to five reasons^{^§}	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	0
Hispanic or Latino/a	7
Native Hawaiian or Pacific Islander	
White	45
Multiracial	
Something else	
Experienced any harassment or bullying[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	18
Hispanic or Latino/a	11
Native Hawaiian or Pacific Islander	
White	45
Multiracial	
Something else	

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

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

[§]Past 12 months.

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

	NT %
Had mean rumors or lies spread about you[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	27
Hispanic or Latino/a	29
Native Hawaiian or Pacific Islander	
White	27
Multiracial	
Something else	
Been afraid of being beaten up[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	4
Native Hawaiian or Pacific Islander	
White	9
Multiracial	
Something else	
Been in a physical fight[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	12
Native Hawaiian or Pacific Islander	
White	18
Multiracial	
Something else	

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

[§]Past 12 months.

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

	NT %
Seen a weapon on campus[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	4
Native Hawaiian or Pacific Islander	
White	27
Multiracial	
Something else	

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	NT %
Cyberbullying[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	27
Hispanic or Latino/a	19
Native Hawaiian or Pacific Islander	
White	27
Multiracial	
Something else	

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	NT %
Current alcohol or drug use[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	27
Hispanic or Latino/a	38
Native Hawaiian or Pacific Islander	
White	36
Multiracial	
Something else	
Current tobacco use[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	0
Hispanic or Latino/a	28
Native Hawaiian or Pacific Islander	
White	36
Multiracial	
Something else	
Current marijuana use[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	9
Hispanic or Latino/a	34
Native Hawaiian or Pacific Islander	
White	18
Multiracial	
Something else	

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

[¶]*Past 30 days.*

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

	NT %
Current binge drinking[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	0
Hispanic or Latino/a	17
Native Hawaiian or Pacific Islander	
White	27
Multiracial	
Something else	
Very drunk or “high” 7 or more times, ever	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	18
Hispanic or Latino/a	31
Native Hawaiian or Pacific Islander	
White	18
Multiracial	
Something else	
Been drunk or “high” on drugs at school, ever	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	18
Hispanic or Latino/a	24
Native Hawaiian or Pacific Islander	
White	27
Multiracial	
Something else	

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

[¶]Past 30 days.

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

	NT %
Current alcohol use[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	9
Hispanic or Latino/a	21
Native Hawaiian or Pacific Islander	
White	27
Multiracial	
Something else	
Current alcohol use at school[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	7
Native Hawaiian or Pacific Islander	
White	9
Multiracial	
Something else	
Current cigarette smoking[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	0
Hispanic or Latino/a	17
Native Hawaiian or Pacific Islander	
White	36
Multiracial	
Something else	

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

[¶]Past 30 days.

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

	NT %
Current use of vape products[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	0
Hispanic or Latino/a	28
Native Hawaiian or Pacific Islander	
White	27
Multiracial	
Something else	
Current tobacco vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	0
Hispanic or Latino/a	24
Native Hawaiian or Pacific Islander	
White	27
Multiracial	
Something else	
Current marijuana vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	0
Hispanic or Latino/a	24
Native Hawaiian or Pacific Islander	
White	18
Multiracial	
Something else	

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

[¶]Past 30 days.

Table A12.5
Health Routines by Race/Ethnicity

	NT %
Eating of breakfast¹	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	36
Hispanic or Latino/a	35
Native Hawaiian or Pacific Islander	
White	8
Multiracial	
Something else	
Bedtime (at 12 am or later)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	64
Hispanic or Latino/a	48
Native Hawaiian or Pacific Islander	
White	58
Multiracial	
Something else	

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

¹Today.

Table A12.6

Remote Schooling by Race/Ethnicity (Remote Only)

	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	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Synchronous instruction (4 days or more)[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Interest in schoolwork done from home^σ	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A12.6

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

	NT %
Meaningful opportunities^θ	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

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

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

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

	NT %
Social emotional distress[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	20
Hispanic or Latino/a	25
Native Hawaiian or Pacific Islander	
White	13
Multiracial	
Something else	
Experienced chronic sadness/hopelessness[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	36
Hispanic or Latino/a	22
Native Hawaiian or Pacific Islander	
White	18
Multiracial	
Something else	
Considered suicide[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	0
Hispanic or Latino/a	7
Native Hawaiian or Pacific Islander	
White	9
Multiracial	
Something else	

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

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

[§] Past 12 months.

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

	NT %
Optimism[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	36
Hispanic or Latino/a	41
Native Hawaiian or Pacific Islander	
White	21
Multiracial	
Something else	
Life satisfaction[±]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	54
Hispanic or Latino/a	68
Native Hawaiian or Pacific Islander	
White	54
Multiracial	
Something else	

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

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

[±]*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

	NT
California Student Wellness Index^o	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	102.7
Native Hawaiian or Pacific Islander	
White	104.5
Multiracial	
Something else	

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

^o*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

	NT %
School Connectedness[†]	
Male	52
Female	55
Nonbinary	
Something else	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Male	
Female	
Nonbinary	
Something else	
Academic Motivation[†]	
Male	64
Female	59
Nonbinary	
Something else	
School is really boring[±]	
Male	57
Female	38
Nonbinary	
Something else	
School is worthless and a waste of time[±]	
Male	30
Female	8
Nonbinary	
Something else	

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

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

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

[±] *Rating of 7 or higher.*

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

	NT %
Current absenteeism (≥ 3 times)[¶]	
Male	31
Female	31
Nonbinary	
Something else	
Trouble focusing on schoolwork^σ	
Male	24
Female	32
Nonbinary	
Something else	
Caring adult relationships[‡]	
Male	64
Female	70
Nonbinary	
Something else	
High expectations[‡]	
Male	77
Female	73
Nonbinary	
Something else	
Meaningful participation[‡]	
Male	24
Female	22
Nonbinary	
Something else	

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 A13.1
School Engagement and Supports by Gender – Continued

	NT %
Facilities upkeep^σ	
Male	59
Female	62
Nonbinary	
Something else	
Promotion of parental involvement in school[‡]	
Male	40
Female	55
Nonbinary	
Something else	

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

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

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

Table A13.2
School Safety by Gender

	NT %
School perceived as very safe or safe	
Male	66
Female	68
Nonbinary	
Something else	
Experienced harassment due to five reasons^{λ§}	
Male	21
Female	8
Nonbinary	
Something else	
Experienced any harassment or bullying[§]	
Male	25
Female	16
Nonbinary	
Something else	
Had mean rumors or lies spread about you[§]	
Male	34
Female	24
Nonbinary	
Something else	
Been afraid of being beaten up[§]	
Male	7
Female	5
Nonbinary	
Something else	

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	NT %
Been in a physical fight[§]	
Male	14
Female	23
Nonbinary	
Something else	
Seen a weapon on campus[§]	
Male	17
Female	5
Nonbinary	
Something else	

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	NT %
Cyberbullying[§]	
Male	26
Female	24
Nonbinary	
Something else	

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	NT %
Current alcohol or drug use[¶]	
Male	38
Female	27
Nonbinary	
Something else	
Current tobacco use[¶]	
Male	28
Female	15
Nonbinary	
Something else	
Current marijuana use[¶]	
Male	24
Female	23
Nonbinary	
Something else	
Current binge drinking[¶]	
Male	17
Female	12
Nonbinary	
Something else	
Very drunk or “high” 7 or more times, ever	
Male	31
Female	15
Nonbinary	
Something else	
Been drunk or “high” on drugs at school, ever	
Male	31
Female	12
Nonbinary	
Something else	

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	NT %
Current alcohol use[¶]	
Male	17
Female	19
Nonbinary	
Something else	
Current alcohol use at school[¶]	
Male	7
Female	5
Nonbinary	
Something else	
Current cigarette smoking[¶]	
Male	21
Female	12
Nonbinary	
Something else	
Current use of vape products[¶]	
Male	24
Female	15
Nonbinary	
Something else	
Current tobacco vaping[¶]	
Male	21
Female	15
Nonbinary	
Something else	
Current marijuana vaping[¶]	
Male	17
Female	15
Nonbinary	
Something else	

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

[¶]Past 30 days.

Table A13.5
Health Routines by Gender

	NT %
Eating of breakfast[†]	
Male	30
Female	27
Nonbinary	
Something else	
Bedtime (at 12 am or later)	
Male	61
Female	38
Nonbinary	
Something else	

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

[†]*Today.*

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

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	NT %
Social emotional distress[‡]	
Male	15
Female	32
Nonbinary	
Something else	
Experienced chronic sadness/hopelessness[§]	
Male	22
Female	31
Nonbinary	
Something else	
Considered suicide[§]	
Male	7
Female	8
Nonbinary	
Something else	
Optimism[‡]	
Male	38
Female	36
Nonbinary	
Something else	
Life satisfaction[‡]	
Male	57
Female	66
Nonbinary	
Something else	

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

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

[§]Past 12 months.

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

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

	NT
California Student Wellness Index^o	
Male	103.6
Female	100.6
Nonbinary	
Something else	

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

^oTo 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

	NT %
School Connectedness[†]	
Less than high school	52
High school graduate	61
Some college	
College degree	44
Don't know	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
Academic Motivation[†]	
Less than high school	54
High school graduate	64
Some college	
College degree	65
Don't know	
School is really boring[±]	
Less than high school	43
High school graduate	38
Some college	
College degree	59
Don't know	

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***

	NT %
School is worthless and a waste of time[±]	
Less than high school	14
High school graduate	19
Some college	
College degree	29
Don't know	
Current absenteeism (≥3 times)[¶]	
Less than high school	21
High school graduate	25
Some college	
College degree	29
Don't know	55
Trouble focusing on schoolwork^σ	
Less than high school	42
High school graduate	12
Some college	
College degree	35
Don't know	
Caring adult relationships[‡]	
Less than high school	62
High school graduate	73
Some college	
College degree	69
Don't know	

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

[±]Rating of 7 or higher.

[¶]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 A14.1***School Engagement and Supports by Parental Education – Continued***

	NT %
High expectations[‡]	
Less than high school	79
High school graduate	79
Some college	
College degree	69
Don't know	
Meaningful participation[‡]	
Less than high school	26
High school graduate	20
Some college	
College degree	22
Don't know	
Facilities upkeep^σ	
Less than high school	64
High school graduate	47
Some college	
College degree	65
Don't know	
Promotion of parental involvement in school[†]	
Less than high school	54
High school graduate	38
Some college	
College degree	51
Don't know	

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

	NT %
School perceived as very safe or safe	
Less than high school	62
High school graduate	71
Some college	
College degree	59
Don't know	
Experienced harassment due to five reasons^{λ§}	
Less than high school	8
High school graduate	13
Some college	
College degree	29
Don't know	
Experienced any harassment or bullying[§]	
Less than high school	15
High school graduate	20
Some college	
College degree	35
Don't know	
Had mean rumors or lies spread about you[§]	
Less than high school	23
High school graduate	27
Some college	
College degree	47
Don't know	

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

	NT %
Been afraid of being beaten up[§]	
Less than high school	0
High school graduate	0
Some college	
College degree	18
Don't know	
Been in a physical fight[§]	
Less than high school	15
High school graduate	29
Some college	
College degree	19
Don't know	
Seen a weapon on campus[§]	
Less than high school	8
High school graduate	7
Some college	
College degree	24
Don't know	

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

[§]Past 12 months.

Table A14.3
Cyberbullying by Parental Education

	NT %
Cyberbullying[§]	
Less than high school	17
High school graduate	27
Some college	
College degree	41
Don't know	

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

[§]Past 12 months.

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

	NT %
Current alcohol or drug use[¶]	
Less than high school	14
High school graduate	40
Some college	
College degree	41
Don't know	
Current tobacco use[¶]	
Less than high school	7
High school graduate	13
Some college	
College degree	35
Don't know	
Current marijuana use[¶]	
Less than high school	7
High school graduate	20
Some college	
College degree	41
Don't know	
Current binge drinking[¶]	
Less than high school	0
High school graduate	0
Some college	
College degree	29
Don't know	

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	NT %
Very drunk or “high” 7 or more times, ever	
Less than high school	14
High school graduate	20
Some college	
College degree	35
Don’t know	
Been drunk or “high” on drugs at school, ever	
Less than high school	7
High school graduate	20
Some college	
College degree	41
Don’t know	
Current alcohol use[¶]	
Less than high school	0
High school graduate	20
Some college	
College degree	29
Don’t know	
Current alcohol use at school[¶]	
Less than high school	0
High school graduate	0
Some college	
College degree	12
Don’t know	

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	NT %
Current cigarette smoking[¶]	
Less than high school	0
High school graduate	7
Some college	
College degree	29
Don't know	
Current use of vape products[¶]	
Less than high school	7
High school graduate	7
Some college	
College degree	35
Don't know	
Current tobacco vaping[¶]	
Less than high school	7
High school graduate	7
Some college	
College degree	29
Don't know	
Current marijuana vaping[¶]	
Less than high school	0
High school graduate	7
Some college	
College degree	35
Don't know	

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

[¶]Past 30 days.

Table A14.5
Health Routines by Parental Education

	NT %
Eating of breakfast¹	
Less than high school	36
High school graduate	38
Some college	
College degree	18
Don't know	27
Bedtime (at 12 am or later)	
Less than high school	43
High school graduate	31
Some college	
College degree	82
Don't know	36

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

¹*Today.*

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

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

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

[¶]Past 30 days.

[¶]Past 7 days.

^σPercent of respondents reporting "Agree" or "Strongly agree."

^θPercent of respondents reporting "Pretty much true" or "Very much true."

Table A14.7***Social and Emotional Health by Parental Education***

	NT %
Social emotional distress[‡]	
Less than high school	12
High school graduate	19
Some college	
College degree	35
Don't know	
Experienced chronic sadness/hopelessness[§]	
Less than high school	8
High school graduate	13
Some college	
College degree	53
Don't know	
Considered suicide[§]	
Less than high school	0
High school graduate	0
Some college	
College degree	24
Don't know	
Optimism[‡]	
Less than high school	39
High school graduate	53
Some college	
College degree	31
Don't know	

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***

	NT %
Life satisfaction[‡]	
Less than high school	67
High school graduate	66
Some college	
College degree	46
Don't know	
	NT
California Student Wellness Index[°]	
Less than high school	108.2
High school graduate	105.0
Some college	
College degree	93.4
Don't know	

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

	NT %
School Connectedness[†]	
Not English learner	54
English learner	
Don't know	42
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Not English learner	
English learner	
Don't know	
Academic Motivation[†]	
Not English learner	60
English learner	
Don't know	59
School is really boring[±]	
Not English learner	47
English learner	
Don't know	55
School is worthless and a waste of time[±]	
Not English learner	18
English learner	
Don't know	27
Current absenteeism (≥3 times)[¶]	
Not English learner	35
English learner	
Don't know	17

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***

	NT %
Trouble focusing on schoolwork^σ	
Not English learner	29
English learner	
Don't know	
Caring adult relationships[‡]	
Not English learner	71
English learner	
Don't know	42
High expectations[‡]	
Not English learner	79
English learner	
Don't know	52
Meaningful participation[‡]	
Not English learner	25
English learner	
Don't know	20
Facilities upkeep^σ	
Not English learner	51
English learner	
Don't know	
Promotion of parental involvement in school[‡]	
Not English learner	44
English learner	
Don't know	57

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

	NT %
School perceived as very safe or safe	
Not English learner	65
English learner	
Don't know	64
Experienced harassment due to five reasons^{λ§}	
Not English learner	14
English learner	
Don't know	20
Experienced any harassment or bullying[§]	
Not English learner	21
English learner	
Don't know	20
Had mean rumors or lies spread about you[§]	
Not English learner	26
English learner	
Don't know	36
Been afraid of being beaten up[§]	
Not English learner	8
English learner	
Don't know	0
Been in a physical fight[§]	
Not English learner	21
English learner	
Don't know	0
Seen a weapon on campus[§]	
Not English learner	15
English learner	
Don't know	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 A15.3
Cyberbullying by English Learner Status

	NT %
Cyberbullying[§]	
Not English learner	21
English learner	
Don't know	30

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	NT %
Current alcohol or drug use[¶]	
Not English learner	30
English learner	
Don't know	45
Current alcohol or drug use[¶]	
Not English learner	18
English learner	
Don't know	36
Current marijuana use[¶]	
Not English learner	23
English learner	
Don't know	27
Current binge drinking[¶]	
Not English learner	11
English learner	
Don't know	27
Very drunk or "high" 7 or more times, ever	
Not English learner	20
English learner	
Don't know	36

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

[¶]Past 30 days.

Table A15.4
Substance Use by English Learner Status – Continued

	NT %
Been drunk or “high” on drugs at school, ever	
Not English learner	20
English learner	
Don’t know	27
Current alcohol use[¶]	
Not English learner	16
English learner	
Don’t know	27
Current alcohol use at school[¶]	
Not English learner	5
English learner	
Don’t know	9
Current cigarette smoking[¶]	
Not English learner	14
English learner	
Don’t know	27
Current use of vape products[¶]	
Not English learner	16
English learner	
Don’t know	36
Current tobacco vaping[¶]	
Not English learner	14
English learner	
Don’t know	36
Current marijuana vaping[¶]	
Not English learner	16
English learner	
Don’t know	18

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

[¶]Past 30 days.

Table A15.5
Health Routines by English Learner Status

	NT %
Eating of breakfast[†]	
Not English learner	33
English learner	
Don't know	25
Bedtime (at 12 am or later)	
Not English learner	52
English learner	
Don't know	42

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

[†]*Today.*

Table A15.6

Remote Schooling by English Learner Status (Remote Only)

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

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

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

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

	NT %
Social emotional distress[‡]	
Not English learner	24
English learner	
Don't know	16
Experienced chronic sadness/hopelessness[§]	
Not English learner	26
English learner	
Don't know	30
Considered suicide[§]	
Not English learner	7
English learner	
Don't know	10
Optimism[‡]	
Not English learner	43
English learner	
Don't know	3
Life satisfaction[⌘]	
Not English learner	66
English learner	
Don't know	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 A15.7***Social and Emotional Health by English Learner Status – Continued***

	NT
California Student Wellness Index^o	
Not English learner	103.3
English learner	
Don't know	

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

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

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	NT %
School Connectedness[†]	
Not currently in English Learner Program	54
Less than 7 years (EL)	
7 years or more (LTEL)	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Academic Motivation[†]	
Not currently in English Learner Program	60
Less than 7 years (EL)	
7 years or more (LTEL)	
School is really boring[±]	
Not currently in English Learner Program	47
Less than 7 years (EL)	
7 years or more (LTEL)	
School is worthless and a waste of time[±]	
Not currently in English Learner Program	18
Less than 7 years (EL)	
7 years or more (LTEL)	
Current absenteeism (≥3 times)[¶]	
Not currently in English Learner Program	35
Less than 7 years (EL)	
7 years or more (LTEL)	

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

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

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

[±] *Rating of 7 or higher.*

[¶] *Past 30 days.*

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

	NT %
Trouble focusing on schoolwork^σ	
Not currently in English Learner Program	29
Less than 7 years (EL)	
7 years or more (LTEL)	
Caring adult relationships[‡]	
Not currently in English Learner Program	71
Less than 7 years (EL)	
7 years or more (LTEL)	
High expectations[‡]	
Not currently in English Learner Program	79
Less than 7 years (EL)	
7 years or more (LTEL)	
Meaningful participation[‡]	
Not currently in English Learner Program	25
Less than 7 years (EL)	
7 years or more (LTEL)	
Facilities upkeep^σ	
Not currently in English Learner Program	51
Less than 7 years (EL)	
7 years or more (LTEL)	
Promotion of parental involvement in school[‡]	
Not currently in English Learner Program	44
Less than 7 years (EL)	
7 years or more (LTEL)	

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

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

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

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

	NT %
School perceived as very safe or safe	
Not currently in English Learner Program	65
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced harassment due to five reasons^{λ§}	
Not currently in English Learner Program	14
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced any harassment or bullying[§]	
Not currently in English Learner Program	21
Less than 7 years (EL)	
7 years or more (LTEL)	
Had mean rumors or lies spread about you[§]	
Not currently in English Learner Program	26
Less than 7 years (EL)	
7 years or more (LTEL)	
Been afraid of being beaten up[§]	
Not currently in English Learner Program	8
Less than 7 years (EL)	
7 years or more (LTEL)	
Been in a physical fight[§]	
Not currently in English Learner Program	21
Less than 7 years (EL)	
7 years or more (LTEL)	
Seen a weapon on campus[§]	
Not currently in English Learner Program	15
Less than 7 years (EL)	
7 years or more (LTEL)	

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

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

[§]Past 12 months.

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

	NT %
Cyberbullying[§]	
Not currently in English Learner Program	21
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[§]Past 12 months.

Table A16.4
Substance Use by English Learner (EL) Program Duration

	NT %
Current alcohol or drug use[¶]	
Not currently in English Learner Program	30
Less than 7 years (EL)	
7 years or more (LTEL)	
Current tobacco use[¶]	
Not currently in English Learner Program	18
Less than 7 years (EL)	
7 years or more (LTEL)	
Current marijuana use[¶]	
Not currently in English Learner Program	23
Less than 7 years (EL)	
7 years or more (LTEL)	
Current binge drinking[¶]	
Not currently in English Learner Program	11
Less than 7 years (EL)	
7 years or more (LTEL)	
Very drunk or “high” 7 or more times, ever	
Not currently in English Learner Program	20
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[¶]Past 30 days.

Table A16.4**Substance Use by English Learner (EL) Program Duration – Continued**

	NT %
Been drunk or “high” on drugs at school, ever	
Not currently in English Learner Program	20
Less than 7 years (EL)	
7 years or more (LTEL)	
Current alcohol use[¶]	
Not currently in English Learner Program	16
Less than 7 years (EL)	
7 years or more (LTEL)	
Current alcohol use at school[¶]	
Not currently in English Learner Program	5
Less than 7 years (EL)	
7 years or more (LTEL)	
Current cigarette smoking[¶]	
Not currently in English Learner Program	14
Less than 7 years (EL)	
7 years or more (LTEL)	
Current use of vape products[¶]	
Not currently in English Learner Program	16
Less than 7 years (EL)	
7 years or more (LTEL)	
Current tobacco vaping[¶]	
Not currently in English Learner Program	14
Less than 7 years (EL)	
7 years or more (LTEL)	
Current marijuana vaping[¶]	
Not currently in English Learner Program	16
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[¶]Past 30 days.

Table A16.5
Health Routines by English Learner (EL) Program Duration

	NT %
Eating of breakfast[†]	
Not currently in English Learner Program	33
Less than 7 years (EL)	
7 years or more (LTEL)	
Bedtime (at 12 am or later)	
Not currently in English Learner Program	52
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[†]*Today.*

Table A16.6

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

	NT %
Remote learning frequency (5 days per week)[¶]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Synchronous instruction (4 days or more)[‡]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Interest in schoolwork done from home^σ	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Meaningful opportunities^θ	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[¶]Past 30 days.

[‡]Past 7 days.

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

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

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

	NT %
Social emotional distress[‡]	
Not currently in English Learner Program	24
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced chronic sadness/hopelessness[§]	
Not currently in English Learner Program	26
Less than 7 years (EL)	
7 years or more (LTEL)	
Considered suicide[§]	
Not currently in English Learner Program	7
Less than 7 years (EL)	
7 years or more (LTEL)	
Optimism[‡]	
Not currently in English Learner Program	43
Less than 7 years (EL)	
7 years or more (LTEL)	
Life satisfaction[¶]	
Not currently in English Learner Program	66
Less than 7 years (EL)	
7 years or more (LTEL)	

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

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

[§]*Past 12 months.*

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

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

	NT
California Student Wellness Index^o	
Not currently in English Learner Program	103.3
Less than 7 years (EL)	
7 years or more (LTEL)	

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

^oTo 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

	NT %
School Connectedness[†]	
No IEP	56
IEP	
Don't know	
Prefer not to say	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
No IEP	
IEP	
Don't know	
Prefer not to say	
Academic Motivation[†]	
No IEP	63
IEP	
Don't know	
Prefer not to say	
School is really boring[±]	
No IEP	48
IEP	
Don't know	
Prefer not to say	
School is worthless and a waste of time[±]	
No IEP	21
IEP	
Don't know	
Prefer not to say	

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

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

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

[±]*Rating of 7 or higher.*

Table A17.1***School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	NT %
Current absenteeism (≥ 3 times)[¶]	
No IEP	33
IEP	
Don't know	
Prefer not to say	
Trouble focusing on schoolwork^σ	
No IEP	30
IEP	
Don't know	
Prefer not to say	
Caring adult relationships[‡]	
No IEP	65
IEP	
Don't know	
Prefer not to say	
High expectations[‡]	
No IEP	76
IEP	
Don't know	
Prefer not to say	
Meaningful participation[‡]	
No IEP	21
IEP	
Don't know	
Prefer not to say	

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***

	NT %
Facilities upkeep^σ	
No IEP	58
IEP	
Don't know	
Prefer not to say	
Promotion of parental involvement in school[†]	
No IEP	51
IEP	
Don't know	
Prefer not to say	

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***

	NT %
School perceived as very safe or safe	
No IEP	65
IEP	
Don't know	
Prefer not to say	
Experienced harassment due to five reasons^{λ§}	
No IEP	13
IEP	
Don't know	
Prefer not to say	
Experienced any harassment or bullying[§]	
No IEP	21
IEP	
Don't know	
Prefer not to say	
Had mean rumors or lies spread about you[§]	
No IEP	32
IEP	
Don't know	
Prefer not to say	
Been afraid of being beaten up[§]	
No IEP	8
IEP	
Don't know	
Prefer not to say	

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***

	NT %
Been in a physical fight[§]	
No IEP	25
IEP	
Don't know	
Prefer not to say	
Seen a weapon on campus[§]	
No IEP	14
IEP	
Don't know	
Prefer not to say	

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

[§]Past 12 months.

Table A17.3***Cyberbullying by Individualized Education Plan (IEP) Placement***

	NT %
Cyberbullying[§]	
No IEP	29
IEP	
Don't know	
Prefer not to say	

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

[§]Past 12 months.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement

	NT %
Current alcohol or drug use[¶]	
No IEP	34
IEP	
Don't know	
Prefer not to say	
Current tobacco use[¶]	
No IEP	22
IEP	
Don't know	
Prefer not to say	
Current marijuana use[¶]	
No IEP	24
IEP	
Don't know	
Prefer not to say	
Current binge drinking[¶]	
No IEP	17
IEP	
Don't know	
Prefer not to say	
Very drunk or "high" 7 or more times, ever	
No IEP	24
IEP	
Don't know	
Prefer not to say	
Been drunk or "high" on drugs at school, ever	
No IEP	22
IEP	
Don't know	
Prefer not to say	

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

[¶]*Past 30 days.*

Table A17.4***Substance Use by Individualized Education Plan (IEP) Placement – Continued***

	NT %
Current alcohol use[¶]	
No IEP	24
IEP	
Don't know	
Prefer not to say	
Current alcohol use at school[¶]	
No IEP	8
IEP	
Don't know	
Prefer not to say	
Current cigarette smoking[¶]	
No IEP	17
IEP	
Don't know	
Prefer not to say	
Current use of vape products[¶]	
No IEP	20
IEP	
Don't know	
Prefer not to say	
Current tobacco vaping[¶]	
No IEP	17
IEP	
Don't know	
Prefer not to say	
Current marijuana vaping[¶]	
No IEP	17
IEP	
Don't know	
Prefer not to say	

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

[¶]*Past 30 days.*

Table A17.5
Health Routines by Individualized Education Plan (IEP) Placement

	NT %
Eating of breakfast[†]	
No IEP	24
IEP	
Don't know	
Prefer not to say	
Bedtime (at 12 am or later)	
No IEP	50
IEP	
Don't know	
Prefer not to say	

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)

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

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

[¶]Past 30 days.

[¶]Past 7 days.

^σPercent of respondents reporting "Agree" or "Strongly agree."

^θPercent of respondents reporting "Pretty much true" or "Very much true."

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

	NT %
Social emotional distress[‡]	
No IEP	24
IEP	
Don't know	
Prefer not to say	
Experienced chronic sadness/hopelessness[§]	
No IEP	26
IEP	
Don't know	
Prefer not to say	
Considered suicide[§]	
No IEP	8
IEP	
Don't know	
Prefer not to say	
Optimism[‡]	
No IEP	39
IEP	
Don't know	
Prefer not to say	
Life satisfaction[‡]	
No IEP	60
IEP	
Don't know	
Prefer not to say	

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

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

[§]Past 12 months.

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

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

	NT
California Student Wellness Index^o	
No IEP	101.2
IEP	
Don't know	
Prefer not to say	

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

^oTo 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

	NT %
School Connectedness[†]	
Home with one or more parent or guardian	55
Foster home	
Homeless	
Other living arrangement	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Academic Motivation[†]	
Home with one or more parent or guardian	63
Foster home	
Homeless	
Other living arrangement	
School is really boring[±]	
Home with one or more parent or guardian	45
Foster home	
Homeless	
Other living arrangement	
School is worthless and a waste of time[±]	
Home with one or more parent or guardian	18
Foster home	
Homeless	
Other living arrangement	

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***

	NT %
Current absenteeism (≥ 3 times)[¶]	
Home with one or more parent or guardian	26
Foster home	
Homeless	
Other living arrangement	
Trouble focusing on schoolwork^σ	
Home with one or more parent or guardian	27
Foster home	
Homeless	
Other living arrangement	
Caring adult relationships[‡]	
Home with one or more parent or guardian	69
Foster home	
Homeless	
Other living arrangement	
High expectations[‡]	
Home with one or more parent or guardian	76
Foster home	
Homeless	
Other living arrangement	
Meaningful participation[‡]	
Home with one or more parent or guardian	24
Foster home	
Homeless	
Other living arrangement	

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

	NT %
Facilities upkeep^σ	
Home with one or more parent or guardian	60
Foster home	
Homeless	
Other living arrangement	
Promotion of parental involvement in school[†]	
Home with one or more parent or guardian	50
Foster home	
Homeless	
Other living arrangement	

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

	NT %
School perceived as very safe or safe	
Home with one or more parent or guardian	65
Foster home	
Homeless	
Other living arrangement	
Experienced harassment due to five reasons^λ	
Home with one or more parent or guardian	14
Foster home	
Homeless	
Other living arrangement	
Experienced any harassment or bullying[§]	
Home with one or more parent or guardian	20
Foster home	
Homeless	
Other living arrangement	
Had mean rumors or lies spread about you[§]	
Home with one or more parent or guardian	29
Foster home	
Homeless	
Other living arrangement	
Been afraid of being beaten up[§]	
Home with one or more parent or guardian	6
Foster home	
Homeless	
Other living arrangement	

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

	NT %
Been in a physical fight[§]	
Home with one or more parent or guardian	19
Foster home	
Homeless	
Other living arrangement	
Seen a weapon on campus[§]	
Home with one or more parent or guardian	12
Foster home	
Homeless	
Other living arrangement	

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

[§]Past 12 months.

Table A18.3
Cyberbullying by Living Situation

	NT %
Cyberbullying[§]	
Home with one or more parent or guardian	25
Foster home	
Homeless	
Other living arrangement	

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	NT %
Current alcohol or drug use[¶]	
Home with one or more parent or guardian	32
Foster home	
Homeless	
Other living arrangement	
Current tobacco use[¶]	
Home with one or more parent or guardian	20
Foster home	
Homeless	
Other living arrangement	
Current marijuana use[¶]	
Home with one or more parent or guardian	22
Foster home	
Homeless	
Other living arrangement	
Current binge drinking[¶]	
Home with one or more parent or guardian	12
Foster home	
Homeless	
Other living arrangement	
Very drunk or “high” 7 or more times, ever	
Home with one or more parent or guardian	22
Foster home	
Homeless	
Other living arrangement	
Been drunk or “high” on drugs at school, ever	
Home with one or more parent or guardian	22
Foster home	
Homeless	
Other living arrangement	

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	NT %
Current alcohol use[¶]	
Home with one or more parent or guardian	16
Foster home	
Homeless	
Other living arrangement	
Current alcohol use at school[¶]	
Home with one or more parent or guardian	4
Foster home	
Homeless	
Other living arrangement	
Current cigarette smoking[¶]	
Home with one or more parent or guardian	14
Foster home	
Homeless	
Other living arrangement	
Current use of vape products[¶]	
Home with one or more parent or guardian	18
Foster home	
Homeless	
Other living arrangement	
Current tobacco vaping[¶]	
Home with one or more parent or guardian	16
Foster home	
Homeless	
Other living arrangement	
Current marijuana vaping[¶]	
Home with one or more parent or guardian	14
Foster home	
Homeless	
Other living arrangement	

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

[¶]Past 30 days.

Table A18.5
Health Routines by Living Situation

	NT %
Eating of breakfast[†]	
Home with one or more parent or guardian	33
Foster home	
Homeless	
Other living arrangement	
Bedtime (at 12 am or later)	
Home with one or more parent or guardian	50
Foster home	
Homeless	
Other living arrangement	

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

[†]*Today.*

Table A18.6
Remote Schooling by Living Situation (Remote Only)

	NT %
Remote learning frequency (5 days per week)[¶]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Synchronous instruction (4 days or more)[¶]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Interest in schoolwork done from home^σ	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Meaningful opportunities^θ	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A18.7
Social and Emotional Health by Living Situation

	NT %
Social emotional distress[‡]	
Home with one or more parent or guardian	22
Foster home	
Homeless	
Other living arrangement	
Experienced chronic sadness/hopelessness[§]	
Home with one or more parent or guardian	24
Foster home	
Homeless	
Other living arrangement	
Considered suicide[§]	
Home with one or more parent or guardian	8
Foster home	
Homeless	
Other living arrangement	
Optimism[‡]	
Home with one or more parent or guardian	40
Foster home	
Homeless	
Other living arrangement	
Life satisfaction[‡]	
Home with one or more parent or guardian	64
Foster home	
Homeless	
Other living arrangement	

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***

	NT
California Student Wellness Index^o	
Home with one or more parent or guardian	103.2
Foster home	
Homeless	
Other living arrangement	

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

^oTo 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

	NT ^A
<i>Student Sample Size</i>	
Number of respondents	24

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

	NT %	Table
Alcohol and Marijuana Consumption Patterns		
Usually drank until felt it a lot	9	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	13	B.I.3.5
Driving under the influence experiences	9	B.I.3.6
Consequences of AOD Consumption		
Caused one or more problems	15	B.I.4.2
Caused one or more dependency-related experiences	14	B.I.4.3
Supports to Reduce AOD Use		
Very likely to find help at school for quitting or reducing use	18	B.I.5.2
Strong Personal Disapproval of AOD Use		
Having one or two drinks of any alcoholic beverage nearly every day	43	B.I.7.1
Trying marijuana once or twice	26	B.I.7.1
Using marijuana once a month or more	26	B.I.7.1

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

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1

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

	NT %
Heroin	
0 times	95
1 time	5
2 to 3 times	0
4 or more times	0
Tranquilizers or sedatives	
0 times	91
1 time	9
2 to 3 times	0
4 or more times	0
Appetite suppressants	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
Ritalin or Adderall or other prescription stimulant	
0 times	95
1 time	0
2 to 3 times	0
4 or more times	5

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.

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

Table B.I.3.2
Age of Onset – AOD Use

	NT %
Alcohol (one full drink)	
Never	64
10 years or under	14
11-12 years old	5
13-14 years old	5
15-16 years old	9
17 years or older	5
Marijuana (smoke, vape, eat, or drink)	
Never	68
10 years or under	9
11-12 years old	0
13-14 years old	18
15-16 years old	5
17 years or older	0
Any other illegal drug or pill to get “high”	
Never	86
10 years or under	5
11-12 years old	5
13-14 years old	5
15-16 years old	0
17 years or older	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***

	NT %
Smoked part or all of a cigarette	
Never	91
10 years or under	5
11-12 years old	0
13-14 years old	5
15-16 years old	0
17 years or older	0
A vape product such as an e-cigarette, vape pen, or mod	
Never	82
10 years or under	5
11-12 years old	0
13-14 years old	9
15-16 years old	5
17 years or older	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***

	NT %
I don't drink alcohol	87
Just enough to feel it a little	4
Enough to feel it moderately	0
Until I feel it a lot or get really drunk	9

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***

	NT %
I don't use drugs	78
Just enough to feel a little high	0
Enough to feel it moderately	9
Until I feel it a lot or get really high	13

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

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

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

	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	91
1 time	5
2 times	5
3 to 6 times	0
7 or more times	0

Question HS B.I.35: 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?

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

4. Reasons for and Consequences of AOD Consumption

Table B.I.4.1
Reasons for AOD Use, Past 12 Months

	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	64
To experiment (try using)	0
To get high	18
To have a good time with friends	18
To fit in with a group you like	0
Because of boredom	5
To relax	18
To get away from problems	5
Because of anger or frustration	18
To get through the day	9
Because it made you feel better	14
To seek deeper insights and understanding	5
None of the above	14

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***

	NT %
Does not apply; I've never used alcohol or drugs	85
I've used alcohol or drugs but never had any of these problems	10
Have problems with emotions, nerves, or mental health	10
Get into trouble or have problems with the police	0
Have money problems	0
Miss school	5
Have problems with schoolwork	0
Fight with others	0
Damage a friendship	0
Physically hurt or injure yourself	0
Have unwanted or unprotected sex	0
Forget what happened or pass out	5
Been suspended from school	0
<i>One or more problems</i>	15

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.

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

	NT %
Does not apply; I have not used alcohol or drugs	81
I use alcohol or drugs but have not experienced any of these things	10
Found you had to increase how much you use to have the same effect as before	5
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	0
Used alcohol or drugs a lot more than you intended	5
Used alcohol or drugs when you were alone	5
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	0
You didn't feel OK unless you had something to drink or used a drug	5
Thought about reducing or stopping use	0
Told yourself you were not going to use but found yourself using anyway	0
Spoke with someone about reducing or stopping use	0
Attended counseling, a program, or group to help you reduce or stop use	0
<i>One or more dependency-related experiences</i>	14

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.

Table B.I.4.4

Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession

	NT %
Very likely	23
Likely	18
Not likely	23
Don't know	36

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?

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

5. Supports to Reduce AOD Use

Table B.I.5.1

Needed Counseling for Use

	NT %
No, I never used alcohol or other drugs	87
No, but I do use alcohol or other drugs	13
Yes, I have felt that I needed help	0

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?

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

Table B.I.5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	NT %
Very likely	18
Likely	41
Not likely	14
Don't know	27

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?

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

Table B.I.5.3

Talked with Parent About AOD Use, Past 12 Months

	NT %
No	59
Yes	41

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

	NT %
At school	9
At parties	18
At concerts or other social events	14
At their own home	18
From adults at friends' homes	18
From friends or another teenager	27
Get adults to buy it for them	14
Buy it themselves from a store	9
At bars, clubs, or gambling casinos	5
Other	9
Don't know	73

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

	NT %
At school	9
At parties	14
At concerts or other social events	9
At their own home	14
From an adult acquaintance	14
From friends or another teenager	27
Buy it at a marijuana dispensary	9
At bars or clubs	0
Other	9
Don't know	68

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

	NT %
Having one or two drinks of any alcoholic beverage nearly every day	
Neither approve nor disapprove	48
Somewhat disapprove	9
Strongly disapprove	43
Trying marijuana once or twice	
Neither approve nor disapprove	65
Somewhat disapprove	9
Strongly disapprove	26
Using marijuana once a month or more regularly	
Neither approve nor disapprove	70
Somewhat disapprove	4
Strongly disapprove	26

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***

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	82
Wrong	14
A little wrong	0
Not at all wrong	5
Smoke tobacco	
Very wrong	86
Wrong	9
A little wrong	0
Not at all wrong	5
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	82
Wrong	9
A little wrong	5
Not at all wrong	5
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	68
Wrong	14
A little wrong	0
Not at all wrong	18
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	86
Wrong	9
A little wrong	0
Not at all wrong	5

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**

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	50
Wrong	18
A little wrong	23
Not at all wrong	9
Smoke tobacco	
Very wrong	45
Wrong	27
A little wrong	14
Not at all wrong	14
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	45
Wrong	18
A little wrong	23
Not at all wrong	14
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	36
Wrong	18
A little wrong	23
Not at all wrong	23
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	55
Wrong	23
A little wrong	14
Not at all wrong	9

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

	NT
	%
No	41
Yes	59

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

		NT ^A
<i>Student Sample Size</i>		
Number of respondents		27

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

	NT %	Table
Behavioral Health Protective Factors		
Emotional safety at school [†]	52	B.II.3.2
School co-regulation supports [†]	49	B.II.3.3
Home adult co-regulation supports [†]	58	B.II.3.4
Peer co-regulation supports [†]	77	B.II.3.5
Resilience Assets		
Emotion regulation ^â	41	B.II.4.1
Student Wellness		
Responses to trauma ^{ê¶}	24	B.II.5.1
Potential Post-Traumatic Stress [¶]	56	B.II.5.2
Stress associated health symptoms*	23	B.II.5.3
Loneliness ^ê	38	B.II.5.4
Self-harm [§]	7	B.II.5.8
Fasting for 12 hours or more	38	B.II.5.7
Trouble sleeping (daily)	30	B.II.5.1
Mental Health Supports		
Wanted to get mental health services [§]	19	B.II.6.4
Received mental health services [§]	15	B.II.6.4
Barriers to receiving services (3 or more)	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

	NT %
<i>How safe do you feel...</i>	
at home or the place where you live?	
Very safe	70
Safe	22
Neither safe nor unsafe	4
Unsafe	4
Very unsafe	0
in the neighborhood where you live?	
Very safe	78
Safe	11
Neither safe nor unsafe	4
Unsafe	4
Very unsafe	4

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***

	NT %
Emotional safety at school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	52
<hr/>	
<i>At my school,...</i>	
I feel socially accepted.	
Not at all true	19
A little true	26
Pretty much true	22
Very much true	33
I feel that I matter to others.	
Not at all true	33
A little true	19
Pretty much true	30
Very much true	19

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

	NT %
School co-regulation supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	49
<hr/>	
<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	26
A little true	19
Pretty much true	26
Very much true	30
<hr/>	
<i>would be helpful to me if I came to school upset.</i>	
Not at all true	30
A little true	26
Pretty much true	11
Very much true	33
<hr/>	
<i>makes me feel good about myself.</i>	
Not at all true	19
A little true	31
Pretty much true	19
Very much true	31

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**

	NT %
Home adult co-regulation supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	58
<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
A little true	22
Pretty much true	26
Very much true	33
helps me when I am upset.	
Not at all true	26
A little true	19
Pretty much true	19
Very much true	37
makes me feel good about myself.	
Not at all true	12
A little true	27
Pretty much true	31
Very much true	31

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**

	NT %
Peer co-regulation supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	77
<i>I have a friend my age who...</i>	
talks with me about my problems.	
Not at all true	7
A little true	15
Pretty much true	26
Very much true	52
helps me when I am upset.	
Not at all true	7
A little true	15
Pretty much true	26
Very much true	52
makes me feel good about myself.	
Not at all true	11
A little true	15
Pretty much true	19
Very much true	56

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

	NT %
Emotion regulation	
<i>Average reporting the top two response categories^â</i>	41
When everybody around you gets angry, how relaxed can you stay?	
Not relaxed at all	22
Slightly relaxed	37
Somewhat relaxed	7
Quite relaxed	15
Extremely relaxed	19
How often are you able to control your emotions when you need to?	
Almost never	7
Once in a while	19
Sometimes	19
Frequently	15
Almost always	41
When things go wrong for you, how calm are you able to remain?	
Not calm at all	11
Slightly calm	15
Somewhat calm	41
Quite calm	15
Extremely calm	19

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.

^â*The 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

	NT %
Responses to trauma	
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	24
<hr/>	
During the past 30 days,...	
I got upset easily or got into arguments or physical fights.	
Never	63
1-3 times a month	19
1-2 times a week	7
2-3 times a week	11
Almost every day	0
I had trouble concentrating or paying attention.	
Never	48
1-3 times a month	15
1-2 times a week	7
2-3 times a week	7
Almost every day	22
I had trouble feeling happiness or love.	
Never	59
1-3 times a month	15
1-2 times a week	7
2-3 times a week	7
Almost every day	11

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**

	NT %
During the past 30 days,...	
I felt alone even when I was around other people.	
Never	56
1-3 times a month	11
1-2 times a week	4
2-3 times a week	15
Almost every day	15
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.	
Never	48
1-3 times a month	11
1-2 times a week	11
2-3 times a week	0
Almost every day	30

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**

	NT %
Minimal PTS Symptoms	25
Mild PTS Symptoms	19
Potential PTS	56

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***

	NT %
Stress associated health symptoms	
<i>Average reporting “A lot” or “A whole lot”</i>	23
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>	
Stomachaches	
Not at all	52
A little	7
Some	19
A lot	15
A whole lot	7
Headaches	
Not at all	26
A little	33
Some	15
A lot	15
A whole lot	11
Pains in your lower back	
Not at all	56
A little	7
Some	4
A lot	22
A whole lot	11

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***

	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	50
A little	12
Some	15
A lot	8
A whole lot	15
Heart beating too fast (even when you are not exercising)	
Not at all	63
A little	11
Some	15
A lot	4
A whole lot	7

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

	NT %
Loneliness	
<i>Average reporting “Sometimes” or “Often”</i>	38
How often do you feel lonely?	
Never	27
Rarely	38
Sometimes	15
Often	19
How often do you feel that you are no longer close to anyone?	
Never	33
Rarely	22
Sometimes	19
Often	26

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***

	NT %
Very dissatisfied	11
Dissatisfied	33
Neither dissatisfied nor satisfied	22
Satisfied	11
Very satisfied	22

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***

	NT %
Which of the following are you trying to do about your weight?	
Lose weight	52
Gain weight	37
Stay the same weight	7
I am not trying to do anything about my weight	4

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

	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	25
Yes	75
Eat less food, fewer calories, or foods low in fat	
No	31
Yes	69
Go without eating for 12 hours or more	
No	62
Yes	38
Take diet pills, powders, or liquids without a doctor's advice	
No	87
Yes	13
Vomit or take laxatives	
No	75
Yes	25

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

	NT %
0 times	93
1 time	0
2 or 3 times	0
4 or 5 times	0
6 or more times	7

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

	NT %
No	77
Yes	8
I don't know	15

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

	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?	19
talk to your parents or someone else in your family?	46
get help from a counselor or therapist?	23
talk to your friends?	77
be afraid to get help?	8
not know what to do?	19

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***

	NT
	%
<i>If someone my age felt very sad, stressed, lonely, or depressed,...</i>	
talking to an adult could help them feel better.	
Strongly disagree	31
Disagree	31
Agree	27
Strongly agree	12
kids at my school would be nice to them.	
Strongly disagree	23
Disagree	31
Agree	31
Strongly agree	15

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***

	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	70
Yes	19
I don't know	11
did you get help from a counselor or therapist when you needed it?	
Does not apply, I didn't need help	63
No, I didn't get help when I needed it	22
Yes, I got help when I needed it	15
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]	
Nowhere	
At school (in person, by phone, or online)	
From a counselor or therapist not from my school (in person, by phone, or online)	
Somewhere else	
I don't know	

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

	NT %
I would not know where to go for help	12
There isn't anyone I can talk to	12
They wouldn't understand	12
People would think there's something wrong with me	17
My parents might find out	17
Other students might find out	8
I wouldn't have a way to pay for it	8
I wouldn't want to talk to a counselor or therapist	25
Other reasons	8
Does not apply, none of these things would stop you from talking to a counselor or therapist.	62
<i>Three or more barriers</i>	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***

	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	22
Disagree	19
Agree	37
Strongly agree	22
People at my school talk openly about mental health.	
Strongly disagree	22
Disagree	37
Agree	30
Strongly agree	11
My school encourages students to take care of their mental health.	
Strongly disagree	22
Disagree	19
Agree	37
Strongly agree	22

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.

Gender Identity & Sexual Orientation-Based Harassment Module

1. Module Sample

Table I1.1

Student Sample for Gender Identity & Sexual Orientation-Based Harassment Module

	NT ^A
<i>Student Sample Size</i>	
Target sample	205
Final number	48
Response Rate	23%

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

2. Perceptions of LGBTQ-Related School Safety

Table I2.1

Student Perceptions of School Safety, LGBTQ-Specific

	NT %
<i>My school is safe for...</i>	
guys who are not as “masculine” as other guys.	
Strongly disagree	17
Disagree	9
Agree	59
Strongly agree	15
girls who are not as “feminine” as other girls.	
Strongly disagree	13
Disagree	7
Agree	65
Strongly agree	15
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).	
Strongly disagree	17
Disagree	9
Agree	57
Strongly agree	17
students with LGBTQ parents.	
Strongly disagree	16
Disagree	11
Agree	58
Strongly agree	16

Question HS/MS I.1-4: My school is safe for... guys who are not as “masculine” as other guys... girls who are not as “feminine” as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.

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

Table I2.1***Student Perceptions of School Safety, LGBTQ-Specific – Continued***

	NT %
<i>My school is safe for...</i>	
teachers and staff who are LGBTQ.	
Strongly disagree	17
Disagree	13
Agree	52
Strongly agree	17
LGBTQ allies (people who are supportive of LGBTQ people).	
Strongly disagree	17
Disagree	13
Agree	52
Strongly agree	17

Question HS/MS I.5-6: My school is safe for... teachers and staff who are LGBTQ... LGBTQ allies (people who are supportive of LGBTQ people).

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

3. Bullying, Negative Attitudes, and Pro-Bullying Beliefs

Table I3.1

Bullying Incidents on School Property During the Past 12 months, LGBTQ-Specific

	NT %
<i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?</i>	
Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were	
0 times	94
1 time	0
2-3 times	4
4 or more times	2
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls	
0 times	93
1 time	2
2-3 times	2
4 or more times	2
Because you have LGBTQ parents or family members or because someone thought they were	
0 times	96
1 time	0
2-3 times	2
4 or more times	2
Because you have LGBTQ friends or because someone thought you did	
0 times	93
1 time	2
2-3 times	2
4 or more times	2

Question HS/MS I.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought you did.

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

Table I3.2
Offensive LGBTQ-Related Language Among Peers

	NT %
How often do you hear other students make negative comments or use slurs about someone's...	
sex (male or female)?	
Never	57
Rarely	23
Sometimes	9
Often	11
sexual orientation?	
Never	57
Rarely	23
Sometimes	9
Often	11
gender identity or expression?	
Never	57
Rarely	23
Sometimes	5
Often	16
having LGBTQ parents or family members?	
Never	66
Rarely	18
Sometimes	5
Often	11
having LGBTQ friends?	
Never	61
Rarely	23
Sometimes	7
Often	9

Question HS/MS I.24-28: How often do you hear other students make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I3.3***Offensive LGBTQ-Related Language Among Adults***

	NT %
<i>How often do you hear teachers or school staff make negative comments or use slurs about someone's...</i>	
sex (male or female)?	
Never	90
Rarely	0
Sometimes	5
Often	5
sexual orientation?	
Never	90
Rarely	0
Sometimes	5
Often	5
gender identity or expression?	
Never	90
Rarely	2
Sometimes	2
Often	5
having LGBTQ parents or family members?	
Never	92
Rarely	0
Sometimes	2
Often	5
having LGBTQ friends?	
Never	92
Rarely	0
Sometimes	2
Often	5

Question HS/MS I.34-38: How often do you hear teachers or school staff make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

4. Response to Bullying and Supports

Table I4.1

Intervening Behaviors by Peers, LGBTQ-Specific

	NT %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's...</i>	
sex (male or female)?	
Never stop	21
Rarely stop	2
Sometimes stop	21
Often stop	5
Not applicable	50
sexual orientation?	
Never stop	26
Rarely stop	2
Sometimes stop	17
Often stop	5
Not applicable	50
gender identity or expression?	
Never stop	24
Rarely stop	0
Sometimes stop	19
Often stop	5
Not applicable	52

Question HS/MS I.29-31: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?

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

Table I4.1***Intervening Behaviors by Peers, LGBTQ-Specific – Continued***

	NT %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone’s... having LGBTQ parents or family members?</i>	
Never stop	21
Rarely stop	0
Sometimes stop	17
Often stop	7
Not applicable	55
<i>having LGBTQ friends?</i>	
Never stop	24
Rarely stop	5
Sometimes stop	14
Often stop	5
Not applicable	52

Question HS/MS I.32, 33: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone’s... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I4.2

Intervening Behaviors by Adults, LGBTQ-Specific

	NT %
<i>How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>	
Never stop	22
Rarely stop	0
Sometimes stop	12
Often stop	22
Not applicable	42
<i>sexual orientation?</i>	
Never stop	20
Rarely stop	2
Sometimes stop	10
Often stop	22
Not applicable	45
<i>gender identity or expression?</i>	
Never stop	22
Rarely stop	0
Sometimes stop	10
Often stop	22
Not applicable	45
<i>having LGBTQ parents or family members?</i>	
Never stop	20
Rarely stop	2
Sometimes stop	10
Often stop	22
Not applicable	45
<i>having LGBTQ friends?</i>	
Never stop	20
Rarely stop	2
Sometimes stop	10
Often stop	22
Not applicable	45

Question HS/MS I.39-43: How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I4.3***Student Response to Bullying***

	NT %
If another student was bullying me, I would tell the principal or assistant principal.	
Strongly disagree	34
Disagree	27
Agree	20
Strongly agree	20
If another student was bullying me, I would tell one of the teachers or other staff at school.	
Strongly disagree	34
Disagree	22
Agree	24
Strongly agree	20
If I tell a teacher that someone is bullying me, the teacher will do something to help.	
Strongly disagree	32
Disagree	17
Agree	34
Strongly agree	17

Question HS/MS I.44-46: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... 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 I4.4***Willingness to Seek Help About LGBTQ-Related Issues at School***

	NT %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>	
a school counselor or school psychologist?	
Not at all likely	67
A little likely	21
Very likely	12
a teacher?	
Not at all likely	60
A little likely	31
Very likely	10
a school principal or assistant principal?	
Not at all likely	63
A little likely	27
Very likely	10
other adults at school?	
Not at all likely	69
A little likely	21
Very likely	10
a friend at your school?	
Not at all likely	62
A little likely	17
Very likely	21

Question HS/MS I.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?

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

Table I4.5***Willingness to Seek Help About LGBTQ-Related Issues Outside of School***

	NT %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>	
a sibling?	
Not at all likely	64
A little likely	19
Very likely	17
your parent or guardian?	
Not at all likely	67
A little likely	14
Very likely	19
a friend's parent or other adult not at school?	
Not at all likely	62
A little likely	24
Very likely	14

Question HS/MS I.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a sibling?... your parent or guardian?... a friend's parent or other adult not at school?

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

Table I4.6***Supports from Adults on Personal Problems***

	NT %
There are adults at this school I could turn to if I had a personal problem.	
Strongly disagree	29
Disagree	24
Agree	29
Strongly agree	17

Question HS/MS I.47: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.

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

5. School Resources and Policies

Table I5.1

Knowledge of LGBTQ-Specific Resources and Policies at School

	NT %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?	
Yes	13
No	30
Don't know	57
Do you learn about LGBTQ people or issues in your classes at school?	
Yes	15
No	43
Don't know	41
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?	
Yes	21
No	23
Don't know	55

Question HS/MS I.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you learn about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

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

Table I5.2
School Policy on Gender & Sex-Based Harassment

	NT %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>	
sexual orientation?	
Yes	34
No	2
Don't know	64
gender identity or expression?	
Yes	34
No	5
Don't know	61

Question HS/MS I.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being “feminine” or “masculine” enough, etc.)?

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

		NT ^A
<i>Student Sample Size</i>		
Target sample		205
Final number		48
Response Rate		23%

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

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	NT %	Table
Student learning environment [†]	50	N3.1
Learning engagement climate [†]	23	N3.2
Fairness and respect [†]	38	N4.1
Racial/Ethnic conflict [†]	12	N4.2
Respect for diversity [†]	43	N4.3
Clarity of rules [†]	40	N5.1
Disciplinary harshness [†]	11	N5.2
Student peer relationships [†]	36	N6.1
Support for social emotional learning [†]	38	N7.1
Antibullying climate [†]	30	N8.1
Quality of school facilities [†]	46	N9.1
Time for lunch [†]	37	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

	NT %
Student learning environment	
<i>Average reporting “Agree” or “Strongly agree”</i>	50
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	
Strongly disagree	19
Disagree	0
Neither disagree nor agree	32
Agree	30
Strongly agree	19
My teachers work hard to help me with my schoolwork when I need it.	
Strongly disagree	20
Disagree	0
Neither disagree nor agree	26
Agree	33
Strongly agree	22
Teachers show how classroom lessons are helpful to students in real life.	
Strongly disagree	23
Disagree	2
Neither disagree nor agree	32
Agree	26
Strongly agree	17

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

	NT %
Teachers give students a chance to take part in classroom discussions or activities.	
Strongly disagree	23
Disagree	0
Neither disagree nor agree	26
Agree	36
Strongly agree	15
Teachers go out of their way to help students.	
Strongly disagree	22
Disagree	0
Neither disagree nor agree	30
Agree	33
Strongly agree	15
Teachers help students catch up when they return from an absence.	
Strongly disagree	19
Disagree	2
Neither disagree nor agree	27
Agree	35
Strongly agree	17
My teachers give me useful feedback on my work.	
Strongly disagree	19
Disagree	0
Neither disagree nor agree	29
Agree	38
Strongly agree	15

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

	NT
	%
This school is a supportive and inviting place for students to learn.^Ø	
Strongly disagree	22
Disagree	0
Neither disagree nor agree	36
Agree	29
Strongly agree	13

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

	NT %
Learning engagement climate	
<i>Average reporting “Agree” or “Strongly agree”</i>	23
Students at this school are motivated to learn.	
Strongly disagree	26
Disagree	9
Neither disagree nor agree	40
Agree	11
Strongly agree	15
Students pay attention in class.	
Strongly disagree	16
Disagree	2
Neither disagree nor agree	61
Agree	9
Strongly agree	11
Students try their best in school.	
Strongly disagree	16
Disagree	4
Neither disagree nor agree	53
Agree	16
Strongly agree	11

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

	NT %
Students turn in their homework on time.	
Strongly disagree	16
Disagree	4
Neither disagree nor agree	58
Agree	11
Strongly agree	11
Students usually follow the rules at school.^o	
Strongly disagree	14
Disagree	2
Neither disagree nor agree	50
Agree	21
Strongly agree	12

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

	NT %
This school promotes academic success for all students.	
Strongly disagree	16
Disagree	2
Neither disagree nor agree	36
Agree	31
Strongly agree	16

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

	NT %
Fairness and respect	
<i>Average reporting “Agree” or “Strongly agree”</i>	38
Adults at this school treat all students with respect.	
Strongly disagree	17
Disagree	4
Neither disagree nor agree	38
Agree	27
Strongly agree	15
Students treat teachers with respect.	
Strongly disagree	19
Disagree	10
Neither disagree nor agree	42
Agree	12
Strongly agree	17
The school rules are fair.	
Strongly disagree	17
Disagree	0
Neither disagree nor agree	44
Agree	25
Strongly agree	15
All students are treated fairly when they break school rules.	
Strongly disagree	19
Disagree	4
Neither disagree nor agree	38
Agree	25
Strongly agree	15

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

	NT %
Racial/Ethnic conflict	
<i>Average reporting “Agree” or “Strongly agree”</i>	12
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.	
Strongly disagree	33
Disagree	15
Neither disagree nor agree	38
Agree	10
Strongly agree	4
There is a lot of tension in this school between people of different cultures, races, or ethnicities.	
Strongly disagree	31
Disagree	12
Neither disagree nor agree	46
Agree	6
Strongly agree	4

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***

	NT %
Respect for diversity	
<i>Average reporting “Agree” or “Strongly agree”</i>	43
Students in this school respect each other’s differences.	
Strongly disagree	17
Disagree	2
Neither disagree nor agree	50
Agree	17
Strongly agree	15
Adults/teachers in this school respect differences in students.	
Strongly disagree	17
Disagree	0
Neither disagree nor agree	32
Agree	38
Strongly agree	13
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	17
Disagree	0
Neither disagree nor agree	36
Agree	34
Strongly agree	13

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

	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	16
Disagree	0
Neither disagree nor agree	38
Agree	31
Strongly agree	16

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

	NT %
Clarity of rules	
<i>Average reporting “Agree” or “Strongly agree”</i>	40
This school clearly informs students what would happen if they break school rules.	
Strongly disagree	19
Disagree	2
Neither disagree nor agree	40
Agree	25
Strongly agree	15
Rules in this school are made clear to students.	
Strongly disagree	19
Disagree	4
Neither disagree nor agree	35
Agree	25
Strongly agree	17
This school makes it clear how students are expected to act.	
Strongly disagree	21
Disagree	4
Neither disagree nor agree	35
Agree	25
Strongly agree	15

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***

	NT %
Disciplinary harshness	
<i>Average reporting “Agree” or “Strongly agree”</i>	11
The rules in this school are too strict.	
Strongly disagree	27
Disagree	25
Neither disagree nor agree	44
Agree	2
Strongly agree	2
It is easy for students to get kicked out of class or get suspended.	
Strongly disagree	27
Disagree	19
Neither disagree nor agree	38
Agree	10
Strongly agree	6
Students get in trouble for breaking small rules.	
Strongly disagree	27
Disagree	25
Neither disagree nor agree	35
Agree	6
Strongly agree	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

	NT %
Student peer relationships	
<i>Average reporting “Agree” or “Strongly agree”</i>	36
Students enjoy doing things with each other during school activities.	
Strongly disagree	17
Disagree	4
Neither disagree nor agree	38
Agree	26
Strongly agree	15
Students care about each other.	
Strongly disagree	17
Disagree	9
Neither disagree nor agree	36
Agree	26
Strongly agree	13
Students treat each other with respect.	
Strongly disagree	17
Disagree	9
Neither disagree nor agree	45
Agree	19
Strongly agree	11
Students get along well with each other.	
Strongly disagree	15
Disagree	2
Neither disagree nor agree	49
Agree	23
Strongly agree	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

	NT %
Support for social emotional learning	
<i>Average reporting “Agree” or “Strongly agree”</i>	38
This school encourages students to feel responsible for how they act.	
Strongly disagree	13
Disagree	4
Neither disagree nor agree	43
Agree	28
Strongly agree	13
This school encourages students to understand how others think and feel.	
Strongly disagree	13
Disagree	2
Neither disagree nor agree	39
Agree	35
Strongly agree	11
Students are taught that they can control their own behavior.	
Strongly disagree	17
Disagree	0
Neither disagree nor agree	45
Agree	28
Strongly agree	11

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**

	NT %
This school helps students resolve conflicts with one another.	
Strongly disagree	17
Disagree	6
Neither disagree nor agree	43
Agree	23
Strongly agree	11
This school encourages students to care about how others feel.	
Strongly disagree	19
Disagree	2
Neither disagree nor agree	49
Agree	19
Strongly agree	11
Teachers here make it clear to students that bullying is not tolerated.	
Strongly disagree	17
Disagree	2
Neither disagree nor agree	37
Agree	30
Strongly agree	13

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

	NT %
Antibullying climate	
<i>Average reporting “Agree” or “Strongly agree”</i>	30
If another student was bullying me, I would tell one of the teachers or staff at school.	
Strongly disagree	21
Disagree	4
Neither disagree nor agree	47
Agree	17
Strongly agree	11
Students tell teachers when other students are being bullied.	
Strongly disagree	20
Disagree	2
Neither disagree nor agree	57
Agree	11
Strongly agree	11
If I tell a teacher that someone is bullying me, the teacher will do something to help.	
Strongly disagree	15
Disagree	2
Neither disagree nor agree	40
Agree	29
Strongly agree	15

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

	NT %
Students here try to stop bullying when they see it happening.	
Strongly disagree	17
Disagree	2
Neither disagree nor agree	56
Agree	12
Strongly agree	12

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

	NT %
Quality of school facilities	
<i>Average reporting “Agree” or “Strongly agree”</i>	46
My school is usually clean and tidy.	
Strongly disagree	9
Disagree	9
Neither disagree nor agree	28
Agree	47
Strongly agree	7
The schoolyard and buildings are clean and in good condition.	
Strongly disagree	14
Disagree	0
Neither disagree nor agree	40
Agree	35
Strongly agree	12
The school grounds are kept clean.	
Strongly disagree	14
Disagree	0
Neither disagree nor agree	48
Agree	26
Strongly agree	12

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

	NT %
My classroom is so crowded it is hard to concentrate and learn.	
Strongly disagree	21
Disagree	30
Neither disagree nor agree	37
Agree	9
Strongly agree	2

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

	NT %
Time for lunch	
<i>Average reporting “Agree” or “Strongly agree”</i>	37
I eat my lunch at the right time of day.	
Strongly disagree	16
Disagree	9
Neither disagree nor agree	38
Agree	27
Strongly agree	11
I have plenty of time to eat my lunch.	
Strongly disagree	18
Disagree	4
Neither disagree nor agree	42
Agree	24
Strongly agree	11

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

	NT %
This school has clean and drinkable water.	
Strongly disagree	14
Disagree	0
Neither disagree nor agree	38
Agree	29
Strongly agree	19

*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.

Appendix

CHKS Content Overview, 2024-25

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

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

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

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

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

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

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

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

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

³ See calschls.org/reports-data/#scrc

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

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

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

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁷ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁸

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

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

Youth in Foster Care

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

Unhoused Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{15 16} For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth¹⁷ are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and

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

¹¹ See calschls.org/my-surveys/

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

¹³ See calschls.org/my-surveys/

¹⁴ See calschls.org/my-surveys/

¹⁵ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://www.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
Value of School	School is worthless, a waste of time	High Value	0 Disagree	1 Optimal			2			3		
			1	High Value–Low Boredom			High Value–Moderate Boredom			High Value–High Boredom		
			2	Students did not think school was boring and valued school highly			Students valued school highly with moderate-level school boredom			Students indicated school was very boring, yet they valued it highly		
		Moderate Value	3	4 Moderate Value–Low Boredom			5			6		
			4				Moderate Value–Moderate Boredom			Moderate Value–High Boredom		
			5				Students with moderate-level school boredom and school value			Students indicated school was very boring, and valued it at a moderate level		
		Low Value	6	7 Low Value–Low Boredom			8			9 Suboptimal		
			7				Low Value–Moderate Boredom					
			8				Only a low percentage of students’ responses place them in groups 4, 7, and 8.					
			9									
10 Agree	Students indicated school was very boring, and valued it at a very low level											

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