

CALIFORNIA HEALTHY KIDS SURVEY



Heritage High Secondary 2024-2025 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2024-25 *California Healthy Kids Survey* (CHKS) for schools within this school. 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

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	679	636
Final number	477	407
Response Rate	70%	64%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 11
In-school learning only	474	403
Remote learning only	3	4

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness [†]	62	55	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)			A6.4
Academic motivation [†]	63	57	A6.4
School is really boring [±]	41	56	A6.11
School is worthless and a waste of time [±]	10	14	A6.11
Current absenteeism (≥3 times) [¶]	13	22	A6.2
Trouble focusing on schoolwork ^σ	42	56	A6.10
Caring adult relationships [‡]	52	62	A6.4
High expectations [‡]	68	69	A6.4
Meaningful participation [‡]	22	27	A6.4
Facilities upkeep ^σ	58	59	A6.15
Promotion of parental involvement in school [†]	46	45	A6.4
School Safety and Cyberbullying			
School perceived as very safe or safe	70	71	A8.1
Experienced any harassment or bullying [§]	37	28	A8.2
Had mean rumors or lies spread about you [§]	35	30	A8.3
Been afraid of being beaten up [§]	16	10	A8.3
Been in a physical fight [§]	4	5	A8.4
Seen a weapon on campus [§]	10	9	A8.6
Cyberbullying [§]	25	21	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.

^ψThe scale was based on four questions for remote 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.

[§]Past 12 months.

Table A2.2**Key Indicators of Substance Use, Health Routines, and Remote Schooling**

	Grade 9 %	Grade 11 %	Table
Substance Use			
Current alcohol or drug use [¶]	5	15	A9.5
Current tobacco use [¶]	3	6	A10.8
Current marijuana use [¶]	3	9	A9.5
Current binge drinking [¶]	1	6	A9.5
Very drunk or “high” 7 or more times, ever	3	6	A9.7
Been drunk or “high” on drugs at school, ever	3	7	A9.9
Current cigarette smoking [¶]	1	2	A10.5
Current use of vape products [¶]	3	7	A10.6
Current tobacco vaping [¶]	2	5	A10.6
Current marijuana vaping [¶]	2	4	A10.6
Health Routines			
Eating of breakfast [‡]	67	59	A4.1
Bedtime (at 12 am or later)	21	37	A4.2
Remote Schooling			
Remote learning frequency (5 days per week) ^{¶δ}			A5.1
Synchronous instruction (4 days or more) ^{‡δ}			A5.1
Interest in schoolwork done from home ^{σδ}			A5.3
Meaningful opportunities ^{θδ}			A5.2

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[‡]Past 7 days.

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

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

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

	Grade 9 %	Grade 11 %	Table
Social and Emotional Health			
Social emotional distress [‡]	31	33	A7.5
Experienced chronic sadness/hopelessness [§]	36	33	A7.1
Considered suicide [§]	15	13	A7.2
Optimism [‡]	53	45	A7.3
Life satisfaction [⊖]	65	60	A7.4
	Grade 9	Grade 11	
California Student Wellness Index [∘]	101.5	99.5	NP

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

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

[§]Past 12 months.

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

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

NP-Not presented in an individual table.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

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

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 11 %
Male	48	50
Female	50	48
Nonbinary	1	1
Something else	1	0

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

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

Table A3.3

Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	95	95
Yes, I am transgender	1	2
I am not sure if I am transgender	3	0
Decline to respond	1	3

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

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

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

	Grade 9 %	Grade 11 %
Heterosexual (straight)	82	78
Lesbian or Gay	3	3
Bisexual	7	8
Something else	1	2
Not sure	5	2
Decline to respond	2	6

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

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

Table A3.5***Race or Ethnicity***

	Grade 9 %	Grade 11 %
American Indian or Alaska Native, non-Hispanic	1	1
Asian or Asian American, non-Hispanic	27	17
Black or African American, non-Hispanic	8	8
Hispanic or Latino/a	26	32
Native Hawaiian or Pacific Islander, non-Hispanic	0	1
White, non-Hispanic	18	25
Multiracial, non-Hispanic	12	13
Something else, non-Hispanic	8	3

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

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

Table A3.6
Living Arrangements and Housing Status

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	96	96
Other relative’s home	0	1
A home with more than one family	2	2
Friend’s home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	1	0

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

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

Table A3.7
Living Situation

	Grade 9 %	Grade 11 %
Home with one or more parent or guardian	96	96
Foster home	0	0
Homeless	1	0
Other living arrangement	4	4

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

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

Category “Homeless” includes “Friend’s home,” “Hotel or motel,” and “Shelter, car, campground, or other transitional or temporary housing.”

Category “Other living arrangement” includes “Other relative’s home,” “A home with more than one family,” and “Other living arrangement.”

Table A3.8***Parental Education***

	Grade 9 %	Grade 11 %
Did not finish high school	4	8
Graduated from high school	10	10
Attended college but did not complete four-year degree	10	18
Graduated from college	69	60
Don't know	7	4

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.9***Special Education Services***

	Grade 9 %	Grade 11 %
No	83	82
Yes	9	14
Don't know	7	4
Prefer not to say	2	0

Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?

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

Table A3.10***English Learner Program Designation***

	Grade 9 %	Grade 11 %
No	83	89
Yes	4	4
Don't know	13	7

Question HS/MS A.13: Are you in the English Learner Program at school?

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

Table A3.11***English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status***

	Grade 9 %	Grade 11 %
Not currently in English Learner Program	95	96
Less than 7 years (EL)	3	2
7 years or more (LTEL)	2	1

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

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

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

Table A3.12***Language Spoken at Home***

	Grade 9 %	Grade 11 %
English	71	80
Spanish	6	7
Mandarin	1	0
Cantonese	2	1
Taiwanese	0	0
Tagalog	4	3
Vietnamese	1	0
Korean	0	0
Arabic	2	0
Other	12	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

	Grade 9 %	Grade 11 %
<i>How well do you...</i>		
understand English?		
Very well	88	86
Well	10	12
Not well	1	0
Not at all	1	1
speak English?		
Very well	84	76
Well	14	22
Not well	1	0
Not at all	1	1
read English?		
Very well	84	82
Well	14	15
Not well	1	1
Not at all	1	1
write English?		
Very well	78	70
Well	20	25
Not well	1	4
Not at all	1	1
<i>English Language Proficiency Status</i>		
Proficient	81	72
Not proficient	19	28

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.14***Number of Days Attending Afterschool Program***

	Grade 9 %	Grade 11 %
I do not attend my school’s afterschool program	83	83
1 day	4	6
2 days	3	3
3 days	3	2
4 days	2	1
5 days	5	5

Question HS/MS A.19: How many days a week do you usually go to your school’s afterschool program?

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

Table A3.15***Military Connections***

	Grade 9 %	Grade 11 %
No	95	96
Yes	2	3
Don’t know	2	1

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

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

4. Health Routines

Table A4.1

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	33	41
Yes	67	59

Question HS/MS A.17: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 9 %	Grade 11 %
Before 7:00 pm	1	0
7:00-7:59 pm	0	1
8:00-8:59 pm	3	1
9:00-9:59 pm	14	7
10:00-10:59 pm	33	22
11:00-11:59 pm	28	32
12:00-12:59 am	13	21
After 1:00 am	8	15
<i>Bedtime at 12 am or later</i>	21	37

Question HS/MS A.16: What time did you go to bed last night?

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

5. Remote Schooling

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

Table A5.1

Remote Schooling Schedule and Instructional Time (Remote Only)

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

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

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

Table A5.2

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

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

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

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

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

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

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

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

6. School Performance, Engagement, and Supports

Table A6.1
Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	34	18
A's and B's	34	34
Mostly B's	7	9
B's and C's	13	25
Mostly C's	5	4
C's and D's	4	7
Mostly D's	1	2
Mostly F's	2	2

Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2
Absences, Past 30 Days

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	49	38
1 day	24	23
2 days	14	17
3 or more days	13	22

Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

Table A6.3***Reasons for Absence, Past 30 Days***

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	46	34
Illness (feeling physically sick), including problems with breathing or your teeth	41	51
Were being bullied or mistreated at school	2	1
Felt very sad, hopeless, anxious, stressed, or angry	11	12
Didn't get enough sleep	8	14
Didn't feel safe at school or going to and from school	2	0
Had to take care of or help a family member or friend	3	5
Wanted to spend time with friends	2	1
Used alcohol or drugs	1	0
Were behind in schoolwork or weren't prepared for a test or class assignment	4	14
Were bored or uninterested in school	6	13
Had no transportation to school	2	4
Other reason	17	14

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

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

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

Table A6.4***School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales***

	Grade 9 %	Grade 11 %	Table
Total school supports	47	52	
Caring relationships-adults in school [‡]	52	62	A6.5
High expectations-adults in school [‡]	68	69	A6.6
Meaningful participation at school [‡]	22	27	A6.7
School connectedness [†]	62	55	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>			A6.8
Academic motivation [†]	63	57	A6.9
Promotion of parental involvement in school [†]	46	45	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***

	Grade 9 %	Grade 11 %
Caring relationships-adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	52	62
<i>There is a teacher or some other adult from my school... who really cares about me.</i>		
Not at all true	14	10
A little true	35	28
Pretty much true	31	38
Very much true	19	25
<i>who notices when I’m not there.</i>		
Not at all true	20	17
A little true	34	27
Pretty much true	28	35
Very much true	17	21
<i>who listens to me when I have something to say.</i>		
Not at all true	10	9
A little true	30	23
Pretty much true	34	41
Very much true	27	27

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

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

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

	Grade 9 %	Grade 11 %
High expectations-adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	69
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>		
Not at all true	8	9
A little true	27	26
Pretty much true	39	39
Very much true	26	26
<i>who always wants me to do my best.</i>		
Not at all true	5	5
A little true	21	20
Pretty much true	40	40
Very much true	35	35
<i>who believes that I will be a success.</i>		
Not at all true	11	10
A little true	24	24
Pretty much true	36	33
Very much true	29	33

Question HS/MS A.48, 51, 54: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7
Meaningful Participation Scale Questions

	Grade 9 %	Grade 11 %
Meaningful participation at school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	22	27
<i>At school/When I participate in school,...</i>		
I do interesting activities.		
Not at all true	16	12
A little true	38	33
Pretty much true	30	37
Very much true	17	18
I help decide things like class activities or rules.		
Not at all true	59	58
A little true	28	23
Pretty much true	9	13
Very much true	4	6
I do things that make a difference.		
Not at all true	40	33
A little true	33	38
Pretty much true	21	21
Very much true	6	8
I have a say in how things work.		
Not at all true	54	46
A little true	31	35
Pretty much true	12	13
Very much true	3	6
I help decide school activities or rules.		
Not at all true	75	68
A little true	17	19
Pretty much true	5	8
Very much true	2	5

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

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

Table A6.8
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
School connectedness		
<i>Average reporting “Agree” or “Strongly agree”</i>	62	55
School connectedness^ψ (Remote Only)		
<i>Average reporting “Agree” or “Strongly agree”</i>		
I feel close to people at/from this school.		
Strongly disagree	4	3
Disagree	7	11
Neither disagree nor agree	22	26
Agree	43	39
Strongly agree	23	22
I am happy with/to be at this school.		
Strongly disagree	4	8
Disagree	8	11
Neither disagree nor agree	26	36
Agree	44	34
Strongly agree	17	12
I feel like I am part of this school.		
Strongly disagree	6	7
Disagree	7	9
Neither disagree nor agree	37	41
Agree	39	33
Strongly agree	12	10

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

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

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

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

	Grade 9 %	Grade 11 %
The teachers at this school treat students fairly/The teachers treat students fairly.		
Strongly disagree	4	3
Disagree	10	9
Neither disagree nor agree	28	32
Agree	44	44
Strongly agree	14	12
I feel safe in my school.		
Strongly disagree	2	2
Disagree	3	4
Neither disagree nor agree	23	27
Agree	52	52
Strongly agree	20	15

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

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

Table A6.9***Academic Motivation Scale Questions***

	Grade 9 %	Grade 11 %
Academic motivation		
<i>Average reporting “Agree” or “Strongly agree”</i>	63	57
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	1	2
Disagree	1	5
Neither disagree nor agree	15	19
Agree	43	48
Strongly agree	39	25
I try hard on my schoolwork because I am interested in it.		
Strongly disagree	7	11
Disagree	22	24
Neither disagree nor agree	37	33
Agree	23	25
Strongly agree	11	8
I work hard to try to understand new things when doing my schoolwork.		
Strongly disagree	3	3
Disagree	7	10
Neither disagree nor agree	29	32
Agree	40	43
Strongly agree	22	12
I am always trying to do better in my schoolwork.		
Strongly disagree	1	2
Disagree	3	6
Neither disagree nor agree	20	27
Agree	42	43
Strongly agree	34	22

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

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

Table A6.10
Maintaining Focus on Schoolwork

	Grade 9 %	Grade 11 %
It is hard for me to stay focused when doing my schoolwork.		
Strongly disagree	7	3
Disagree	26	15
Neither disagree nor agree	25	25
Agree	29	35
Strongly agree	13	21

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

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

Table A6.11
School Boredom and Value of School

	Grade 9 %	Grade 11 %
School boredom		
Low (0-3)	17	8
Moderate (4-6)	42	36
High (7-10)	41	56
Value of school		
High (0-3)	65	60
Moderate (4-6)	25	26
Low (7-10)	10	14

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

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

Table A6.12
School Boredom Profile Groups

Value of School	School Boredom	Grade 9 %	Grade 11 %
High Value	Low Boredom	15	7
	Moderate Boredom	30	30
	High Boredom	20	22
Moderate Value	Moderate Boredom	11	5
	High Boredom	12	20
Low Value	High Boredom	9	13

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

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

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

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

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

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

	Grade 9 %	Grade 11 %
Promotion of parental involvement in school		
<i>Average reporting “Agree” or “Strongly agree”</i>	46	45
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	4	5
Disagree	11	11
Neither disagree nor agree	29	36
Agree	43	41
Strongly agree	15	7
Parents feel welcome to participate at this school.		
Strongly disagree	1	2
Disagree	8	9
Neither disagree nor agree	47	45
Agree	32	38
Strongly agree	12	6
School staff take parent concerns seriously.		
Strongly disagree	4	5
Disagree	10	9
Neither disagree nor agree	48	43
Agree	28	35
Strongly agree	10	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

	Grade 9 %	Grade 11 %
A teacher or some other adult from my school checks on how I am feeling.		
Not at all true	35	25
A little true	29	29
Pretty much true	20	25
Very much true	16	21

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

Table A6.15
Quality of School Physical Environment

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	4	4
Disagree	10	13
Neither disagree nor agree	29	24
Agree	47	49
Strongly agree	10	9

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	64	67
Yes	36	33

Question HS A.153/MS A.146: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	85	87
Yes	15	13

Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3
Optimism Scale Questions

	Grade 9 %	Grade 11 %
Optimism		
<i>Average reporting “Pretty much true” or “Very much true”</i>	53	45
Each day I look forward to having a lot of fun.		
Not at all true	14	19
A little true	37	41
Pretty much true	34	27
Very much true	16	13
I usually expect to have a good day.		
Not at all true	18	21
A little true	30	35
Pretty much true	34	32
Very much true	19	13
Overall, I expect more good things to happen to me than bad things.		
Not at all true	19	21
A little true	25	27
Pretty much true	33	36
Very much true	23	16

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 9 %	Grade 11 %
Life satisfaction		
<i>Average reporting “Satisfied” or “Very satisfied”</i>	65	60
<i>I would describe my satisfaction with...</i>		
my family life as...		
Very dissatisfied	2	3
Dissatisfied	5	4
A little dissatisfied	6	9
A little satisfied	11	13
Satisfied	34	38
Very satisfied	42	33
my friendships as...		
Very dissatisfied	2	2
Dissatisfied	2	3
A little dissatisfied	7	6
A little satisfied	17	15
Satisfied	35	40
Very satisfied	38	33
my school experience as...		
Very dissatisfied	6	8
Dissatisfied	9	11
A little dissatisfied	14	17
A little satisfied	31	30
Satisfied	29	26
Very satisfied	11	8

Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 9 %	Grade 11 %
<i>I would describe my satisfaction with...</i>		
myself as...		
Very dissatisfied	9	10
Dissatisfied	7	12
A little dissatisfied	13	11
A little satisfied	19	21
Satisfied	30	29
Very satisfied	22	17
where I live as...		
Very dissatisfied	3	4
Dissatisfied	1	2
A little dissatisfied	3	5
A little satisfied	7	10
Satisfied	31	35
Very satisfied	53	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

	Grade 9 %	Grade 11 %
Social emotional distress		
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	33
I had a hard time relaxing.		
Not at all true	38	33
A little true	37	30
Pretty much true	13	22
Very much true	12	14
I felt sad and down.		
Not at all true	34	38
A little true	33	28
Pretty much true	18	19
Very much true	15	16
I was easily irritated.		
Not at all true	24	26
A little true	25	24
Pretty much true	25	25
Very much true	26	25
It was hard for me to cope and I thought I would panic.		
Not at all true	59	55
A little true	18	21
Pretty much true	14	14
Very much true	9	10
It was hard for me to get excited about anything.		
Not at all true	54	55
A little true	24	23
Pretty much true	14	13
Very much true	8	10

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	17	15
Safe	53	56
Neither safe nor unsafe	25	25
Unsafe	3	2
Very unsafe	2	1

Question HS A.117/MS A.110: How safe do you feel when you are at school?

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

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

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	79	88
1 time	6	5
2 or more times	15	7
Religion		
0 times	93	95
1 time	3	1
2 or more times	5	4
Gender		
0 times	94	95
1 time	3	4
2 or more times	3	1
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times	90	94
1 time	3	4
2 or more times	7	3
A physical or mental disability		
0 times	94	96
1 time	3	2
2 or more times	4	2
Any of the above five reasons	31	21
Any of the above five reasons (2 or more times)	25	14

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

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

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

	Grade 9 %	Grade 11 %
You are an immigrant or someone thought you were		
0 times	92	94
1 time	3	4
2 or more times	5	2
Any other reason		
0 times	82	86
1 time	5	6
2 or more times	12	8
<i>Any harassment</i>	37	28

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

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

Table A8.3
School Violence Victimization Scale Questions

	Grade 9 %	Grade 11 %
School violence victimization		
<i>Average reporting “1 or more times”</i>	26	19
During the past 12 months, how many times on school property have you...		
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?		
0 times	88	92
1 time	7	5
2 to 3 times	3	1
4 or more times	2	1
been afraid of being beaten up?		
0 times	84	90
1 time	11	6
2 to 3 times	3	1
4 or more times	2	2
During the past 12 months, how many times have you...		
had mean rumors or lies spread about you?		
0 times	65	70
1 time	17	12
2 to 3 times	10	10
4 or more times	9	8
had sexual jokes, comments, or gestures made to you?		
0 times	67	72
1 time	12	9
2 to 3 times	9	8
4 or more times	12	11

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

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
had your property stolen or deliberately damaged?		
0 times	87	91
1 time	10	6
2 to 3 times	2	2
4 or more times	0	1
been made fun of because of your looks or the way you talk?		
0 times	61	73
1 time	14	11
2 to 3 times	14	6
4 or more times	12	10
been made fun of, insulted, or called names?		
0 times	65	78
1 time	15	6
2 to 3 times	10	6
4 or more times	11	9
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	79
1 time	11	9
2 to 3 times	8	8
4 or more times	7	4

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

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

Table A8.4

School Violence Perpetration Scale Questions

	Grade 9 %	Grade 11 %
School violence perpetration		
<i>Average reporting “1 or more times”</i>	4	4
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>		
0 times	96	95
1 time	3	3
2 to 3 times	1	1
4 or more times	0	1
<i>been offered, sold, or given an illegal drug?</i>		
0 times	88	89
1 time	6	6
2 to 3 times	3	3
4 or more times	3	2
<i>damaged school property on purpose?</i>		
0 times	97	98
1 time	2	2
2 to 3 times	1	0
4 or more times	0	0
<i>carried a gun?</i>		
0 times	100	99
1 time	0	1
2 to 3 times	0	0
4 or more times	0	0
<i>carried any other weapon (such as a knife or club)?</i>		
0 times	99	98
1 time	0	1
2 to 3 times	0	0
4 or more times	1	1

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

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

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

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
been threatened with harm or injury?		
0 times	91	94
1 time	6	4
2 to 3 times	2	0
4 or more times	1	1
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	98	98
1 time	2	1
2 to 3 times	0	0
4 or more times	0	0

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

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

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

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
seen someone carrying a gun, knife, or other weapon?		
0 times	90	91
1 time	7	5
2 to 3 times	2	2
4 or more times	1	2

Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime alcohol or drug use	17	31	A9.2
Lifetime marijuana use	7	16	A9.2
Lifetime very drunk or high (7 or more times)	3	6	A9.7
Current alcohol or drug use [¶]	5	15	A9.5
Current marijuana use [¶]	3	9	A9.5
Current heavy drug use [¶]	2	6	A9.5
Current heavy alcohol use (binge drinking) [¶]	1	6	A9.5
Current alcohol or drug use on school property [¶]	3	5	A9.8
Harmfulness of occasional marijuana use ^B	35	35	A9.11
Difficulty of obtaining marijuana ^C	8	9	A9.12

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

Table A9.2
Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	11	24
Marijuana	7	16
Inhalants	2	2
Cocaine, methamphetamine, or any amphetamines	0	1
Ecstasy, LSD, or other psychedelics	1	2
Prescription pain medication (opioids)	3	2
Cold/cough medicines or other over-the-counter medicines to get “high”	4	4
Any other drug, pill, or medicine to get “high”	2	2
<i>Any of the above AOD use</i>	17	31

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

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	89	76
1 time	5	5
2 to 3 times	3	5
4 or more times	3	14
Marijuana (smoke, vape, eat, or drink)		
0 times	93	84
1 time	2	4
2 to 3 times	2	2
4 or more times	3	10
Inhalants		
0 times	98	98
1 time	0	1
2 to 3 times	1	0
4 or more times	1	1
Cocaine, methamphetamine, or any amphetamines		
0 times	100	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Ecstasy, LSD, or other psychedelics		
0 times	99	98
1 time	0	1
2 to 3 times	0	1
4 or more times	0	1
Prescription pain medication		
0 times	97	98
1 time	1	1
2 to 3 times	1	1
4 or more times	1	1

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

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

Table A9.3
Lifetime AOD Use – Continued

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

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

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

Table A9.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 11 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>		
Smoke it?		
0 times	95	87
1 time	1	4
2 to 3 times	1	2
4 or more times	3	7
In a vaping device?		
0 times	95	87
1 time	1	3
2 to 3 times	2	2
4 or more times	3	8
Eat or drink it in products made with marijuana?		
0 times	96	90
1 time	1	2
2 to 3 times	1	3
4 or more times	2	5
<i>Ever used marijuana in all three ways</i>	3	8

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

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

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

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	3	10
Binge drinking (5 or more drinks in a row)	1	6
Marijuana (smoke, vape, eat, or drink)	3	9
Inhalants	1	0
Prescription drugs to get “high” or for reasons other than prescribed	1	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1
<i>Any drug use</i>	4	9
<i>Heavy drug use</i>	2	6
<i>Any AOD Use</i>	5	15
Two or more substances at the same time	2	3

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

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

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

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

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	97	90
1 or 2 days	3	8
3 to 9 days	0	2
10 to 19 days	0	0
20 to 30 days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	99	94
1 or 2 days	1	4
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	97	91
1 or 2 days	1	4
3 to 9 days	0	2
10 to 19 days	0	2
20 to 30 days	1	1

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

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

Table A9.7***Lifetime Drunk or “High”***

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	96	87
1 to 2 times	3	8
3 to 6 times	0	3
7 or more times	0	2
“High” (loaded, stoned, or wasted) from using drugs		
0 times	94	88
1 to 2 times	3	4
3 to 6 times	1	2
7 or more times	3	6
<i>Very drunk or “high” 7 or more times</i>	3	6

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

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

Table A9.8***Current AOD Use on School Property, Past 30 Days***

	Grade 9 %	Grade 11 %
Alcohol		
0 days	99	98
1 to 2 days	1	1
3 or more days	0	1
Marijuana (smoke, vape, eat, or drink)		
0 days	98	96
1 to 2 days	1	2
3 or more days	1	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 days	100	100
1 to 2 days	0	0
3 or more days	0	0
<i>Any of the above</i>	3	5

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

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

Table A9.9***Lifetime Drunk or “High” on School Property***

	Grade 9 %	Grade 11 %
0 times	97	93
1 to 2 times	2	2
3 to 6 times	0	2
7 or more times	1	3

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

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

Table A9.10
Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	96	89
0 times	3	8
1 time	1	2
2 to 3 times	0	1
4 or more times	0	1
Marijuana		
Does not apply, don't use	95	90
0 times	2	6
1 time	2	2
2 to 3 times	0	1
4 or more times	1	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***

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great	29	28
Moderate	27	34
Slight	30	24
None	15	15
Alcohol - 5 or more drinks once or twice a week		
Great	61	61
Moderate	23	21
Slight	4	6
None	11	11
Marijuana - use occasionally		
Great	35	35
Moderate	33	28
Slight	17	21
None	15	15
Marijuana - use daily		
Great	72	66
Moderate	11	17
Slight	5	5
None	12	12

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

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

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	8	8
Fairly difficult	10	9
Fairly easy	21	21
Very easy	24	33
Don't know	37	29
Marijuana		
Very difficult	8	9
Fairly difficult	14	8
Fairly easy	18	22
Very easy	21	30
Don't know	40	31
Prescription drugs to get “high” or for reasons other than prescribed		
Very difficult	9	14
Fairly difficult	15	17
Fairly easy	15	13
Very easy	14	14
Don't know	47	43

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

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

10. Use of Tobacco and Vaping Devices

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	3	5	A10.2
Current cigarette smoking [¶]	1	2	A10.5
Current cigarette smoking at school [¶]	0	0	A10.9
Ever tried smokeless tobacco	2	5	A10.2
Current smokeless tobacco use [¶]	0	1	A10.5
Current smokeless tobacco use at school [¶]	0	1	A10.9
Ever used vape products	9	17	A10.2
Current use of vape products [¶]	3	7	A10.5
Current tobacco vaping [¶]	2	5	A10.6
Current marijuana vaping [¶]	2	4	A10.6
Current vaping at school [¶]	3	3	A10.9
Lifetime tobacco use	8	15	A10.2
Current tobacco use [¶]	3	6	A10.8
Cessation Attempts			
Tried to quit smoking or vaping tobacco or nicotine	3	4	A10.14
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking ^B	33	34	A10.15
Harmfulness of smoking 1 or more packs/day ^B	73	72	A10.15
Harmfulness of vaping occasionally ^B	35	38	A10.16
Harmfulness of vaping several times a day ^B	79	75	A10.16
Difficulty of obtaining cigarettes ^C	8	10	A10.17
Difficulty of obtaining vape products ^C	5	7	A10.17
Anti-Tobacco Policy			
School bans tobacco use and vaping	71	83	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

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	97	95
1 time	1	3
2 to 3 times	0	1
4 or more times	2	1
Smokeless tobacco		
0 times	98	95
1 time	0	1
2 to 3 times	0	3
4 or more times	1	2
Vape products		
0 times	91	83
1 time	3	5
2 to 3 times	1	4
4 or more times	5	9
<i>Lifetime tobacco use</i>		
No	92	85
Yes	8	15

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

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

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

Table A10.3
Substances Ever Vaped

	Grade 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 times	94	86
1 time	1	4
2 to 3 times	2	3
4 or more times	3	8
Vaped marijuana or THC		
0 times	95	89
1 time	1	3
2 to 3 times	1	1
4 or more times	3	7
Vaped other product		
0 times	98	97
1 time	1	1
2 to 3 times	0	1
4 or more times	1	1

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

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

Table A10.4
Ever Vaped Multiple Substances

	Grade 9 %	Grade 11 %
Never vaped tobacco/nicotine or marijuana/THC	93	85
Vaped tobacco or nicotine only	2	4
Vaped marijuana or THC only	0	1
Vaped tobacco/nicotine and marijuana/THC	4	10

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

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

Table A10.5***Any Current and Daily Use of Cigarettes, Smokeless Tobacco, and Vape Products***

	Grade 9 %	Grade 11 %
Cigarettes		
Any	1	2
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	0	1
Daily (20 or more days)	0	0
Vape products		
Any	3	7
Daily (20 or more days)	2	2

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

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

Table A10.6
Substances Vaped, Past 30 Days

	Grade 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 days	98	95
1 or 2 days	0	2
3 to 9 days	0	2
10 to 19 days	0	0
20 to 30 days	1	2
Vaped marijuana or THC		
0 days	98	96
1 or 2 days	1	1
3 to 9 days	0	1
10 to 19 days	0	1
20 to 30 days	1	1
Vaped other product		
0 days	99	99
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0

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

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

Table A10.7
Vaped Multiple Substances, Past 30 Days

	Grade 9 %	Grade 11 %
Did not vape tobacco/nicotine or marijuana/THC	97	95
Vaped tobacco or nicotine only	1	1
Vaped marijuana or THC only	0	0
Vaped tobacco/nicotine and marijuana/THC	2	4

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

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

Table A10.8**Current Tobacco Use, Past 30 Days**

	Grade 9 %	Grade 11 %
No	97	94
Yes	3	6

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

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

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

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

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

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

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

Table A10.10
Substances Vaped on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 days	98	97
1 or 2 days	0	1
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	1	2
Vaped marijuana or THC		
0 days	98	98
1 or 2 days	1	1
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	1	1
Vaped other product		
0 days	100	99
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	1

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

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

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

	Grade 9 %	Grade 11 %
Did not vape tobacco/nicotine or marijuana/THC	98	97
Vaped tobacco or nicotine only	0	1
Vaped marijuana or THC only	0	0
Vaped tobacco/nicotine and marijuana/THC	2	2

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

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

Table A10.12**Current Tobacco Use on School Property, Past 30 Days**

	Grade 9 %	Grade 11 %
No	98	97
Yes	2	3

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

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

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

Table A10.13**Secondhand Smoke on School Property, Past 30 Days**

	Grade 9 %	Grade 11 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes		
0 days	91	94
1 day	4	2
2 days	1	1
3-9 days	2	2
10-19 days	0	0
20-30 days	1	0

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

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

Table A10.14
Cigarette Smoking and Vaping Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	95	93
0 times	2	3
1 time	1	2
2 to 3 times	1	1
4 or more times	1	1

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

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

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

Table A10.15
Perceived Harm of Cigarette Smoking

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great	33	34
Moderate	36	37
Slight	19	16
None	13	12
Smoke 1 or more packs of cigarettes each day		
Great	73	72
Moderate	11	12
Slight	3	4
None	12	12

Question HS A.100, 101/MS A.95, 96: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A10.16***Perceived Harm of Vaping Tobacco or Nicotine***

	Grade 9 %	Grade 11 %
Vape tobacco or nicotine occasionally		
Great	35	38
Moderate	39	38
Slight	14	13
None	11	11
Vape tobacco or nicotine several times a day (100 puffs or more)		
Great	79	75
Moderate	8	12
Slight	3	2
None	11	11

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

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

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

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult	8	10
Fairly difficult	15	14
Fairly easy	23	23
Very easy	14	18
Don't know	40	34
Vape products		
Very difficult	5	7
Fairly difficult	5	3
Fairly easy	23	18
Very easy	37	49
Don't know	31	22

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

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

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

	Grade 9 %	Grade 11 %
No	3	4
Yes	71	83
Don't know	26	13

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

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

11. Other Health Risks

Table A11.1
Gang Involvement

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

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 11 %
School Connectedness[†]		
American Indian or Alaska Native		
Asian or Asian American	68	62
Black or African American	52	44
Hispanic or Latino/a	58	56
Native Hawaiian or Pacific Islander		
White	65	57
Multiracial	61	52
Something else	57	31
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	70	69
Black or African American	58	54
Hispanic or Latino/a	59	56
Native Hawaiian or Pacific Islander		
White	57	52
Multiracial	65	56
Something else	75	45

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

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

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

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

	Grade 9 %	Grade 11 %
School is really boring[±]		
American Indian or Alaska Native		
Asian or Asian American	33	49
Black or African American	48	48
Hispanic or Latino/a	42	58
Native Hawaiian or Pacific Islander		
White	44	55
Multiracial	45	55
Something else	42	73
School is worthless and a waste of time[±]		
American Indian or Alaska Native		
Asian or Asian American	5	8
Black or African American	18	29
Hispanic or Latino/a	9	15
Native Hawaiian or Pacific Islander		
White	12	11
Multiracial	9	16
Something else	17	18
Current absenteeism (≥3 times)[¶]		
American Indian or Alaska Native		
Asian or Asian American	13	22
Black or African American	18	12
Hispanic or Latino/a	12	22
Native Hawaiian or Pacific Islander		
White	17	20
Multiracial	11	29
Something else	9	23

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

[±]*Rating of 7 or higher.*

[¶]*Past 30 days.*

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

	Grade 9 %	Grade 11 %
Trouble focusing on schoolwork^σ		
American Indian or Alaska Native		
Asian or Asian American	28	51
Black or African American	48	52
Hispanic or Latino/a	50	52
Native Hawaiian or Pacific Islander		
White	52	62
Multiracial	41	55
Something else	43	64
Caring adult relationships[‡]		
American Indian or Alaska Native		
Asian or Asian American	59	63
Black or African American	47	69
Hispanic or Latino/a	50	59
Native Hawaiian or Pacific Islander		
White	53	69
Multiracial	48	58
Something else	48	39
High expectations[‡]		
American Indian or Alaska Native		
Asian or Asian American	76	69
Black or African American	60	87
Hispanic or Latino/a	67	66
Native Hawaiian or Pacific Islander		
White	65	73
Multiracial	65	67
Something else	63	30

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

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

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

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

	Grade 9 %	Grade 11 %
Meaningful participation[‡]		
American Indian or Alaska Native		
Asian or Asian American	24	32
Black or African American	16	34
Hispanic or Latino/a	19	21
Native Hawaiian or Pacific Islander		
White	24	29
Multiracial	20	26
Something else	24	22
Facilities upkeep^σ		
American Indian or Alaska Native		
Asian or Asian American	57	57
Black or African American	55	52
Hispanic or Latino/a	58	69
Native Hawaiian or Pacific Islander		
White	63	60
Multiracial	56	38
Something else	54	64
Promotion of parental involvement in school[†]		
American Indian or Alaska Native		
Asian or Asian American	53	54
Black or African American	50	52
Hispanic or Latino/a	43	45
Native Hawaiian or Pacific Islander		
White	43	42
Multiracial	43	37
Something else	47	27

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

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
American Indian or Alaska Native		
Asian or Asian American	76	79
Black or African American	64	79
Hispanic or Latino/a	66	69
Native Hawaiian or Pacific Islander		
White	69	74
Multiracial	76	62
Something else	68	36
Experienced harassment due to five reasons^{λ§}		
American Indian or Alaska Native		
Asian or Asian American	38	18
Black or African American	31	21
Hispanic or Latino/a	25	23
Native Hawaiian or Pacific Islander		
White	29	15
Multiracial	29	22
Something else	41	60
Experienced any harassment or bullying[§]		
American Indian or Alaska Native		
Asian or Asian American	43	20
Black or African American	36	25
Hispanic or Latino/a	34	32
Native Hawaiian or Pacific Islander		
White	31	22
Multiracial	34	37
Something else	50	60

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Had mean rumors or lies spread about you[§]		
American Indian or Alaska Native		
Asian or Asian American	31	19
Black or African American	37	31
Hispanic or Latino/a	39	33
Native Hawaiian or Pacific Islander		
White	40	31
Multiracial	34	33
Something else	29	40
Been afraid of being beaten up[§]		
American Indian or Alaska Native		
Asian or Asian American	16	3
Black or African American	11	7
Hispanic or Latino/a	18	10
Native Hawaiian or Pacific Islander		
White	13	9
Multiracial	22	15
Something else	12	20
Been in a physical fight[§]		
American Indian or Alaska Native		
Asian or Asian American	4	2
Black or African American	8	15
Hispanic or Latino/a	5	3
Native Hawaiian or Pacific Islander		
White	2	6
Multiracial	2	6
Something else	0	0

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Seen a weapon on campus[§]		
American Indian or Alaska Native		
Asian or Asian American	9	3
Black or African American	13	14
Hispanic or Latino/a	12	7
Native Hawaiian or Pacific Islander		
White	12	12
Multiracial	7	9
Something else	6	30

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
American Indian or Alaska Native		
Asian or Asian American	22	10
Black or African American	28	21
Hispanic or Latino/a	28	22
Native Hawaiian or Pacific Islander		
White	28	20
Multiracial	25	28
Something else	21	30

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
American Indian or Alaska Native		
Asian or Asian American	3	8
Black or African American	8	14
Hispanic or Latino/a	8	16
Native Hawaiian or Pacific Islander		
White	5	18
Multiracial	7	14
Something else	0	18
Current tobacco use[¶]		
American Indian or Alaska Native		
Asian or Asian American	3	0
Black or African American	5	7
Hispanic or Latino/a	2	7
Native Hawaiian or Pacific Islander		
White	3	7
Multiracial	2	4
Something else	0	9
Current marijuana use[¶]		
American Indian or Alaska Native		
Asian or Asian American	2	3
Black or African American	8	7
Hispanic or Latino/a	2	10
Native Hawaiian or Pacific Islander		
White	4	11
Multiracial	7	12
Something else	0	18

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Current alcohol use[¶]		
American Indian or Alaska Native		
Asian or Asian American	2	6
Black or African American	3	3
Hispanic or Latino/a	6	10
Native Hawaiian or Pacific Islander		
White	3	15
Multiracial	4	8
Something else	0	9
Current alcohol use at school[¶]		
American Indian or Alaska Native		
Asian or Asian American	1	0
Black or African American	0	3
Hispanic or Latino/a	1	3
Native Hawaiian or Pacific Islander		
White	2	1
Multiracial	0	0
Something else	0	0
Current cigarette smoking[¶]		
American Indian or Alaska Native		
Asian or Asian American	2	0
Black or African American	0	3
Hispanic or Latino/a	0	2
Native Hawaiian or Pacific Islander		
White	2	2
Multiracial	2	0
Something else	0	0

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

Table A12.5
Health Routines by Race/Ethnicity

	Grade 9 %	Grade 11 %
Eating of breakfast¹		
American Indian or Alaska Native		
Asian or Asian American	77	67
Black or African American	52	48
Hispanic or Latino/a	62	56
Native Hawaiian or Pacific Islander		
White	60	63
Multiracial	64	55
Something else	80	38
Bedtime (at 12 am or later)		
American Indian or Alaska Native		
Asian or Asian American	26	44
Black or African American	25	48
Hispanic or Latino/a	19	31
Native Hawaiian or Pacific Islander		
White	16	38
Multiracial	21	35
Something else	20	31

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

¹Today.

Table A12.6

Remote Schooling by Race/Ethnicity (Remote Only)

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

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

Table A12.6

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

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

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

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

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

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
American Indian or Alaska Native		
Asian or Asian American	27	28
Black or African American	38	38
Hispanic or Latino/a	32	31
Native Hawaiian or Pacific Islander		
White	32	35
Multiracial	34	39
Something else	23	28
Experienced chronic sadness/hopelessness[§]		
American Indian or Alaska Native		
Asian or Asian American	31	36
Black or African American	42	30
Hispanic or Latino/a	39	36
Native Hawaiian or Pacific Islander		
White	37	29
Multiracial	36	34
Something else	35	50
Considered suicide[§]		
American Indian or Alaska Native		
Asian or Asian American	13	5
Black or African American	18	22
Hispanic or Latino/a	18	13
Native Hawaiian or Pacific Islander		
White	16	12
Multiracial	15	17
Something else	6	10

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

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

[§] Past 12 months.

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

	Grade 9 %	Grade 11 %
Optimism[‡]		
American Indian or Alaska Native		
Asian or Asian American	57	48
Black or African American	41	42
Hispanic or Latino/a	50	47
Native Hawaiian or Pacific Islander		
White	57	47
Multiracial	48	40
Something else	58	27
Life satisfaction[±]		
American Indian or Alaska Native		
Asian or Asian American	69	66
Black or African American	52	48
Hispanic or Latino/a	63	62
Native Hawaiian or Pacific Islander		
White	66	59
Multiracial	65	58
Something else	70	54

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

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

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

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

	Grade 9	Grade 11
California Student Wellness Index^o		
American Indian or Alaska Native		
Asian or Asian American	103.0	103.0
Black or African American	96.9	95.6
Hispanic or Latino/a	101.1	100.3
Native Hawaiian or Pacific Islander		
White	101.1	99.2
Multiracial	100.6	96.8
Something else	104.2	97.1

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

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Male	66	56
Female	58	53
Nonbinary		
Something else		
School Connectedness^{†ψ} (<i>Remote Only</i>)		
Male		
Female		
Nonbinary		
Something else		
Academic Motivation[†]		
Male	57	51
Female	69	62
Nonbinary		
Something else		
School is really boring[±]		
Male	42	61
Female	38	51
Nonbinary		
Something else		
School is worthless and a waste of time[±]		
Male	12	18
Female	6	10
Nonbinary		
Something else		

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

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

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

[±] *Rating of 7 or higher.*

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

	Grade 9 %	Grade 11 %
Current absenteeism (≥ 3 times)[¶]		
Male	12	22
Female	15	23
Nonbinary		
Something else		
Trouble focusing on schoolwork^σ		
Male	42	51
Female	42	60
Nonbinary		
Something else		
Caring adult relationships[‡]		
Male	54	55
Female	51	70
Nonbinary		
Something else		
High expectations[‡]		
Male	66	62
Female	70	75
Nonbinary		
Something else		
Meaningful participation[‡]		
Male	22	26
Female	22	28
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

	Grade 9 %	Grade 11 %
Facilities upkeep^σ		
Male	55	57
Female	60	61
Nonbinary		
Something else		
Promotion of parental involvement in school[‡]		
Male	49	45
Female	44	46
Nonbinary		
Something else		

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

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

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

Table A13.2
School Safety by Gender

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Male	75	74
Female	67	70
Nonbinary		
Something else		
Experienced harassment due to five reasons^{λ§}		
Male	29	16
Female	33	26
Nonbinary		
Something else		
Experienced any harassment or bullying[§]		
Male	33	22
Female	40	33
Nonbinary		
Something else		
Had mean rumors or lies spread about you[§]		
Male	28	21
Female	42	39
Nonbinary		
Something else		
Been afraid of being beaten up[§]		
Male	11	9
Female	19	10
Nonbinary		
Something else		

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
Male	7	6
Female	1	3
Nonbinary		
Something else		
Seen a weapon on campus[§]		
Male	11	12
Female	9	5
Nonbinary		
Something else		

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

Table A13.3
Cyberbullying by Gender

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Male	20	18
Female	30	23
Nonbinary		
Something else		

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

Table A13.4
Substance Use by Gender

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

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 9 %	Grade 11 %
Current alcohol use[¶]		
Male	1	10
Female	5	10
Nonbinary		
Something else		
Current alcohol use at school[¶]		
Male	1	2
Female	1	2
Nonbinary		
Something else		
Current cigarette smoking[¶]		
Male	0	2
Female	1	2
Nonbinary		
Something else		
Current use of vape products[¶]		
Male	1	7
Female	5	7
Nonbinary		
Something else		
Current tobacco vaping[¶]		
Male	1	6
Female	3	4
Nonbinary		
Something else		
Current marijuana vaping[¶]		
Male	1	5
Female	3	4
Nonbinary		
Something else		

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

[¶]Past 30 days.

Table A13.5
Health Routines by Gender

	Grade 9 %	Grade 11 %
Eating of breakfast[†]		
Male	70	59
Female	65	59
Nonbinary		
Something else		
Bedtime (at 12 am or later)		
Male	19	39
Female	22	34
Nonbinary		
Something else		

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

[†]*Today.*

Table A13.6

Remote Schooling by Gender (Remote Only)

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Male	22	23
Female	37	43
Nonbinary		
Something else		
Experienced chronic sadness/hopelessness[§]		
Male	24	24
Female	47	42
Nonbinary		
Something else		
Considered suicide[§]		
Male	9	10
Female	21	16
Nonbinary		
Something else		
Optimism[‡]		
Male	57	46
Female	50	45
Nonbinary		
Something else		
Life satisfaction[‡]		
Male	69	62
Female	63	59
Nonbinary		
Something else		

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

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

[§]*Past 12 months.*

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

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

	Grade 9	Grade 11
California Student Wellness Index^o		
Male	104.5	102.2
Female	99.3	96.8
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

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Less than high school	61	46
High school graduate	57	59
Some college	59	50
College degree	63	58
Don't know	56	40
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	58
High school graduate	59	63
Some college	61	47
College degree	66	59
Don't know	55	57
School is really boring[±]		
Less than high school	58	62
High school graduate	47	59
Some college	40	64
College degree	40	52
Don't know	24	50

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

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

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

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

	Grade 9 %	Grade 11 %
School is worthless and a waste of time[±]		
Less than high school	26	14
High school graduate	13	17
Some college	7	10
College degree	8	15
Don't know	15	11
Current absenteeism (≥3 times)[¶]		
Less than high school	21	28
High school graduate	20	17
Some college	20	23
College degree	11	20
Don't know	12	50
Trouble focusing on schoolwork^σ		
Less than high school	53	62
High school graduate	49	56
Some college	42	62
College degree	40	54
Don't know	45	39
Caring adult relationships[‡]		
Less than high school	40	75
High school graduate	52	68
Some college	45	66
College degree	54	59
Don't know	47	63

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***

	Grade 9 %	Grade 11 %
High expectations[‡]		
Less than high school	58	79
High school graduate	69	74
Some college	72	64
College degree	68	68
Don't know	61	69
Meaningful participation[‡]		
Less than high school	24	35
High school graduate	15	23
Some college	23	23
College degree	23	29
Don't know	16	22
Facilities upkeep^σ		
Less than high school	47	69
High school graduate	53	71
Some college	67	54
College degree	59	57
Don't know	52	50
Promotion of parental involvement in school[†]		
Less than high school	44	44
High school graduate	41	56
Some college	44	42
College degree	47	44
Don't know	55	44

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

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

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

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

Table A14.2
School Safety by Parental Education

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Less than high school	61	74
High school graduate	74	68
Some college	74	73
College degree	70	72
Don't know	61	56
Experienced harassment due to five reasons^{λ§}		
Less than high school	35	15
High school graduate	29	18
Some college	30	19
College degree	32	22
Don't know	27	31
Experienced any harassment or bullying[§]		
Less than high school	35	35
High school graduate	36	32
Some college	40	31
College degree	37	26
Don't know	42	31
Had mean rumors or lies spread about you[§]		
Less than high school	53	32
High school graduate	42	24
Some college	44	31
College degree	32	31
Don't know	33	28

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

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

[§]Past 12 months.

Table A14.2
School Safety by Parental Education – Continued

	Grade 9 %	Grade 11 %
Been afraid of being beaten up[§]		
Less than high school	24	4
High school graduate	12	13
Some college	16	11
College degree	15	9
Don't know	21	17
Been in a physical fight[§]		
Less than high school	0	12
High school graduate	2	3
Some college	2	6
College degree	5	4
Don't know	3	6
Seen a weapon on campus[§]		
Less than high school	24	4
High school graduate	9	0
Some college	9	12
College degree	10	10
Don't know	6	6

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

[§]Past 12 months.

Table A14.3
Cyberbullying by Parental Education

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Less than high school	24	19
High school graduate	31	24
Some college	40	25
College degree	23	20
Don't know	21	12

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Less than high school	11	11
High school graduate	9	10
Some college	7	20
College degree	4	14
Don't know	6	18
Current tobacco use[¶]		
Less than high school	11	0
High school graduate	2	5
Some college	5	9
College degree	2	6
Don't know	3	0
Current marijuana use[¶]		
Less than high school	11	0
High school graduate	2	10
Some college	2	13
College degree	3	8
Don't know	0	18
Current binge drinking[¶]		
Less than high school	0	4
High school graduate	0	3
Some college	0	9
College degree	1	6
Don't know	3	0

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Very drunk or “high” 7 or more times, ever		
Less than high school	11	0
High school graduate	2	8
Some college	5	6
College degree	3	6
Don’t know	0	18
Been drunk or “high” on drugs at school, ever		
Less than high school	6	4
High school graduate	2	8
Some college	2	6
College degree	3	8
Don’t know	3	0
Current alcohol use[¶]		
Less than high school	6	7
High school graduate	4	5
Some college	5	15
College degree	3	11
Don’t know	6	0
Current alcohol use at school[¶]		
Less than high school	6	0
High school graduate	0	0
Some college	0	0
College degree	1	3
Don’t know	3	0

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Current cigarette smoking[¶]		
Less than high school	11	0
High school graduate	0	0
Some college	2	1
College degree	1	2
Don't know	0	0
Current use of vape products[¶]		
Less than high school	6	0
High school graduate	2	8
Some college	2	9
College degree	3	7
Don't know	3	0
Current tobacco vaping[¶]		
Less than high school	6	0
High school graduate	2	5
Some college	2	7
College degree	2	5
Don't know	3	0
Current marijuana vaping[¶]		
Less than high school	6	0
High school graduate	2	5
Some college	0	4
College degree	2	5
Don't know	0	0

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

[¶]Past 30 days.

Table A14.5
Health Routines by Parental Education

	Grade 9 %	Grade 11 %
Eating of breakfast¹		
Less than high school	58	48
High school graduate	64	69
Some college	67	51
College degree	68	60
Don't know	61	61
Bedtime (at 12 am or later)		
Less than high school	32	24
High school graduate	13	38
Some college	24	32
College degree	21	39
Don't know	24	44

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

¹*Today.*

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

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A14.7
Social and Emotional Health by Parental Education

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Less than high school	42	30
High school graduate	26	28
Some college	36	38
College degree	30	32
Don't know	28	41
Experienced chronic sadness/hopelessness[§]		
Less than high school	41	20
High school graduate	30	34
Some college	50	37
College degree	36	32
Don't know	27	44
Considered suicide[§]		
Less than high school	38	12
High school graduate	9	11
Some college	17	12
College degree	16	13
Don't know	6	18
Optimism[‡]		
Less than high school	49	52
High school graduate	52	46
Some college	55	47
College degree	53	44
Don't know	49	48

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Life satisfaction[‡]		
Less than high school	61	66
High school graduate	65	56
Some college	62	59
College degree	66	61
Don't know	59	62
California Student Wellness Index[°]		
Less than high school	95.8	102.4
High school graduate	102.5	98.5
Some college	100.5	97.8
College degree	101.7	100.1
Don't know	101.4	97.5

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

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

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

15. English Learner Breakdowns

Table A15.1
School Engagement and Supports by English Learner Status

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Not English learner	62	55
English learner	63	65
Don't know	57	44
School Connectedness^{†ψ} (<i>Remote Only</i>)		
Not English learner		
English learner		
Don't know		
Academic Motivation[†]		
Not English learner	64	58
English learner	70	77
Don't know	60	37
School is really boring[±]		
Not English learner	41	55
English learner	42	67
Don't know	37	50
School is worthless and a waste of time[±]		
Not English learner	9	15
English learner	21	13
Don't know	10	14
Current absenteeism (≥3 times)[¶]		
Not English learner	13	21
English learner	0	19
Don't know	18	34

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

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

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

[±] Rating of 7 or higher.

[¶] Past 30 days.

Table A15.1***School Engagement and Supports by English Learner Status – Continued***

	Grade 9 %	Grade 11 %
Trouble focusing on schoolwork^σ		
Not English learner	43	56
English learner	42	47
Don't know	37	61
Caring adult relationships[‡]		
Not English learner	53	63
English learner	69	71
Don't know	42	50
High expectations[‡]		
Not English learner	69	69
English learner	76	76
Don't know	61	56
Meaningful participation[‡]		
Not English learner	22	27
English learner	44	32
Don't know	17	27
Facilities upkeep^σ		
Not English learner	57	59
English learner	72	60
Don't know	56	48
Promotion of parental involvement in school[‡]		
Not English learner	46	45
English learner	67	60
Don't know	41	31

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

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

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

Table A15.2
School Safety by English Learner Status

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Not English learner	72	72
English learner	72	67
Don't know	59	63
Experienced harassment due to five reasons^λ		
Not English learner	30	22
English learner	29	21
Don't know	38	15
Experienced any harassment or bullying[§]		
Not English learner	37	29
English learner	33	29
Don't know	43	26
Had mean rumors or lies spread about you[§]		
Not English learner	35	30
English learner	35	29
Don't know	36	36
Been afraid of being beaten up[§]		
Not English learner	15	9
English learner	12	14
Don't know	23	15
Been in a physical fight[§]		
Not English learner	5	4
English learner	0	7
Don't know	0	11
Seen a weapon on campus[§]		
Not English learner	9	9
English learner	6	7
Don't know	16	4

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Not English learner	24	21
English learner	35	7
Don't know	33	26

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Not English learner	5	14
English learner	0	13
Don't know	7	19
Current alcohol or drug use[¶]		
Not English learner	3	5
English learner	0	7
Don't know	5	7
Current marijuana use[¶]		
Not English learner	3	9
English learner	0	13
Don't know	3	15
Current binge drinking[¶]		
Not English learner	1	5
English learner	0	7
Don't know	3	11
Very drunk or "high" 7 or more times, ever		
Not English learner	3	6
English learner	0	13
Don't know	2	7

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Been drunk or “high” on drugs at school, ever		
Not English learner	3	7
English learner	0	7
Don’t know	5	4
Current alcohol use[¶]		
Not English learner	3	10
English learner	0	7
Don’t know	7	15
Current alcohol use at school[¶]		
Not English learner	1	1
English learner	0	7
Don’t know	2	4
Current cigarette smoking[¶]		
Not English learner	1	1
English learner	0	0
Don’t know	0	4
Current use of vape products[¶]		
Not English learner	3	7
English learner	0	7
Don’t know	8	4
Current tobacco vaping[¶]		
Not English learner	2	5
English learner	0	7
Don’t know	5	4
Current marijuana vaping[¶]		
Not English learner	2	4
English learner	0	7
Don’t know	2	4

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

[¶]Past 30 days.

Table A15.5
Health Routines by English Learner Status

	Grade 9 %	Grade 11 %
Eating of breakfast[†]		
Not English learner	69	59
English learner	79	56
Don't know	47	52
Bedtime (at 12 am or later)		
Not English learner	21	38
English learner	26	31
Don't know	23	28

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

[†]*Today.*

Table A15.6**Remote Schooling by English Learner Status (Remote Only)**

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Not English learner	30	35
English learner	27	24
Don't know	35	24
Experienced chronic sadness/hopelessness[§]		
Not English learner	35	34
English learner	35	21
Don't know	43	30
Considered suicide[§]		
Not English learner	14	13
English learner	29	0
Don't know	20	18
Optimism[‡]		
Not English learner	55	45
English learner	51	76
Don't know	38	40
Life satisfaction[¶]		
Not English learner	67	60
English learner	60	79
Don't know	56	61

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

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

[§]*Past 12 months.*

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

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

	Grade 9	Grade 11
California Student Wellness Index^o		
Not English learner	102.0	98.9
English learner	100.2	105.4
Don't know	98.5	102.7

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.

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Not currently in English Learner Program	62	55
Less than 7 years (EL)	61	
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	64	58
Less than 7 years (EL)	77	
7 years or more (LTEL)		
School is really boring[±]		
Not currently in English Learner Program	41	55
Less than 7 years (EL)	42	
7 years or more (LTEL)		
School is worthless and a waste of time[±]		
Not currently in English Learner Program	9	15
Less than 7 years (EL)	17	
7 years or more (LTEL)		
Current absenteeism (≥3 times)[¶]		
Not currently in English Learner Program	13	21
Less than 7 years (EL)	0	
7 years or more (LTEL)		

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

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

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

[±] *Rating of 7 or higher.*

[¶] *Past 30 days.*

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

	Grade 9 %	Grade 11 %
Trouble focusing on schoolwork^σ		
Not currently in English Learner Program	43	56
Less than 7 years (EL)	50	
7 years or more (LTEL)		
Caring adult relationships[‡]		
Not currently in English Learner Program	53	63
Less than 7 years (EL)	61	
7 years or more (LTEL)		
High expectations[‡]		
Not currently in English Learner Program	69	69
Less than 7 years (EL)	76	
7 years or more (LTEL)		
Meaningful participation[‡]		
Not currently in English Learner Program	22	27
Less than 7 years (EL)	49	
7 years or more (LTEL)		
Facilities upkeep^σ		
Not currently in English Learner Program	57	59
Less than 7 years (EL)	73	
7 years or more (LTEL)		
Promotion of parental involvement in school[‡]		
Not currently in English Learner Program	46	45
Less than 7 years (EL)	67	
7 years or more (LTEL)		

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

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

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

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

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Not currently in English Learner Program	72	72
Less than 7 years (EL)	64	
7 years or more (LTEL)		
Experienced harassment due to five reasons^λ		
Not currently in English Learner Program	30	22
Less than 7 years (EL)	40	
7 years or more (LTEL)		
Experienced any harassment or bullying[§]		
Not currently in English Learner Program	37	29
Less than 7 years (EL)	45	
7 years or more (LTEL)		
Had mean rumors or lies spread about you[§]		
Not currently in English Learner Program	35	30
Less than 7 years (EL)	40	
7 years or more (LTEL)		
Been afraid of being beaten up[§]		
Not currently in English Learner Program	15	9
Less than 7 years (EL)		
7 years or more (LTEL)		
Been in a physical fight[§]		
Not currently in English Learner Program	5	4
Less than 7 years (EL)		
7 years or more (LTEL)		
Seen a weapon on campus[§]		
Not currently in English Learner Program	9	9
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

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Not currently in English Learner Program	24	21
Less than 7 years (EL)	40	
7 years or more (LTEL)		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Not currently in English Learner Program	5	14
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current tobacco use[¶]		
Not currently in English Learner Program	3	5
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current marijuana use[¶]		
Not currently in English Learner Program	3	9
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Current binge drinking[¶]		
Not currently in English Learner Program	1	5
Less than 7 years (EL)	0	
7 years or more (LTEL)		
Very drunk or “high” 7 or more times, ever		
Not currently in English Learner Program	3	6
Less than 7 years (EL)	0	
7 years or more (LTEL)		

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Eating of breakfast[†]		
Not currently in English Learner Program	69	59
Less than 7 years (EL)	75	
7 years or more (LTEL)		
Bedtime (at 12 am or later)		
Not currently in English Learner Program	21	38
Less than 7 years (EL)	25	
7 years or more (LTEL)		

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

[†]*Today.*

Table A16.6

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

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Synchronous instruction (4 days or more)[‡]		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Interest in schoolwork done from home^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.*

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

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

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

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Not currently in English Learner Program	30	35
Less than 7 years (EL)	28	
7 years or more (LTEL)		
Experienced chronic sadness/hopelessness[§]		
Not currently in English Learner Program	35	34
Less than 7 years (EL)	40	
7 years or more (LTEL)		
Considered suicide[§]		
Not currently in English Learner Program	14	13
Less than 7 years (EL)	30	
7 years or more (LTEL)		
Optimism[‡]		
Not currently in English Learner Program	55	45
Less than 7 years (EL)	43	
7 years or more (LTEL)		
Life satisfaction[¶]		
Not currently in English Learner Program	67	60
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***

	Grade 9	Grade 11
California Student Wellness Index^o		
Not currently in English Learner Program	102.0	98.9
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

	Grade 9 %	Grade 11 %
School Connectedness[†]		
No IEP	63	57
IEP	61	50
Don't know	51	38
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	65	57
IEP	55	57
Don't know	52	47
Prefer not to say		
School is really boring[±]		
No IEP	40	54
IEP	35	56
Don't know	48	75
Prefer not to say		
School is worthless and a waste of time[±]		
No IEP	9	13
IEP	14	22
Don't know	13	19
Prefer not to say		

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

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

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

[±] Rating of 7 or higher.

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

	Grade 9 %	Grade 11 %
Current absenteeism (≥ 3 times)[¶]		
No IEP	13	20
IEP	7	25
Don't know	23	38
Prefer not to say		
Trouble focusing on schoolwork^σ		
No IEP	40	53
IEP	49	69
Don't know	58	69
Prefer not to say		
Caring adult relationships[‡]		
No IEP	52	62
IEP	53	70
Don't know	50	52
Prefer not to say		
High expectations[‡]		
No IEP	69	68
IEP	63	78
Don't know	62	52
Prefer not to say		
Meaningful participation[‡]		
No IEP	22	28
IEP	24	26
Don't know	12	18
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***

	Grade 9 %	Grade 11 %
Facilities upkeep^σ		
No IEP	58	61
IEP	52	48
Don't know	63	56
Prefer not to say		
Promotion of parental involvement in school[†]		
No IEP	46	44
IEP	58	52
Don't know	43	35
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***

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
No IEP	72	73
IEP	66	71
Don't know	52	38
Prefer not to say		
Experienced harassment due to five reasons^λ		
No IEP	31	19
IEP	37	31
Don't know	33	40
Prefer not to say		
Experienced any harassment or bullying[§]		
No IEP	37	26
IEP	37	38
Don't know	40	40
Prefer not to say		
Had mean rumors or lies spread about you[§]		
No IEP	35	29
IEP	37	28
Don't know	40	47
Prefer not to say		
Been afraid of being beaten up[§]		
No IEP	16	7
IEP	18	17
Don't know	14	27
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***

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
No IEP	4	5
IEP	2	6
Don't know	3	0
Prefer not to say		
Seen a weapon on campus[§]		
No IEP	10	8
IEP	8	13
Don't know	10	13
Prefer not to say		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
No IEP	27	19
IEP	10	26
Don't know	37	27
Prefer not to say		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
No IEP	5	14
IEP	2	23
Don't know	10	12
Prefer not to say		
Current tobacco use[¶]		
No IEP	3	5
IEP	0	11
Don't know	3	0
Prefer not to say		
Current marijuana use[¶]		
No IEP	3	8
IEP	2	19
Don't know	0	6
Prefer not to say		
Current binge drinking[¶]		
No IEP	1	5
IEP	0	6
Don't know	3	6
Prefer not to say		
Very drunk or "high" 7 or more times, ever		
No IEP	3	5
IEP	2	15
Don't know	0	6
Prefer not to say		
Been drunk or "high" on drugs at school, ever		
No IEP	3	6
IEP	2	13
Don't know	3	0
Prefer not to say		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Current alcohol use[¶]		
No IEP	3	10
IEP	2	9
Don't know	10	6
Prefer not to say		
Current alcohol use at school[¶]		
No IEP	1	1
IEP	0	6
Don't know	3	0
Prefer not to say		
Current cigarette smoking[¶]		
No IEP	1	2
IEP	0	2
Don't know	0	0
Prefer not to say		
Current use of vape products[¶]		
No IEP	3	6
IEP	2	13
Don't know	3	0
Prefer not to say		
Current tobacco vaping[¶]		
No IEP	3	4
IEP	0	11
Don't know	3	0
Prefer not to say		
Current marijuana vaping[¶]		
No IEP	3	4
IEP	0	11
Don't know	0	0
Prefer not to say		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Eating of breakfast[†]		
No IEP	68	58
IEP	67	66
Don't know	55	44
Prefer not to say		
Bedtime (at 12 am or later)		
No IEP	21	38
IEP	19	30
Don't know	16	25
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)

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
No IEP	31	32
IEP	26	38
Don't know	34	43
Prefer not to say		
Experienced chronic sadness/hopelessness[§]		
No IEP	36	31
IEP	30	38
Don't know	46	53
Prefer not to say		
Considered suicide[§]		
No IEP	16	11
IEP	15	25
Don't know	14	7
Prefer not to say		
Optimism[‡]		
No IEP	55	48
IEP	52	34
Don't know	32	31
Prefer not to say		
Life satisfaction[‡]		
No IEP	65	62
IEP	68	55
Don't know	55	53
Prefer not to say		

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

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

[§]Past 12 months.

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

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

	Grade 9	Grade 11
California Student Wellness Index^o		
No IEP	101.4	100.4
IEP	105.2	95.2
Don't know	97.7	96.9
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

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Home with one or more parent or guardian	62	55
Foster home		
Homeless		
Other living arrangement	58	56
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	57
Foster home		
Homeless		
Other living arrangement	66	61
School is really boring[±]		
Home with one or more parent or guardian	40	55
Foster home		
Homeless		
Other living arrangement	47	71
School is worthless and a waste of time[±]		
Home with one or more parent or guardian	10	13
Foster home		
Homeless		
Other living arrangement	12	43

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

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

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

[±] *Rating of 7 or higher.*

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

	Grade 9 %	Grade 11 %
Current absenteeism (≥ 3 times)[¶]		
Home with one or more parent or guardian	13	22
Foster home		
Homeless		
Other living arrangement	12	20
Trouble focusing on schoolwork^σ		
Home with one or more parent or guardian	42	55
Foster home		
Homeless		
Other living arrangement	47	64
Caring adult relationships[‡]		
Home with one or more parent or guardian	52	62
Foster home		
Homeless		
Other living arrangement	48	60
High expectations[‡]		
Home with one or more parent or guardian	68	69
Foster home		
Homeless		
Other living arrangement	73	69
Meaningful participation[‡]		
Home with one or more parent or guardian	21	27
Foster home		
Homeless		
Other living arrangement	34	30

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

[¶]Past 30 days.

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

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

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

	Grade 9 %	Grade 11 %
Facilities upkeep^σ		
Home with one or more parent or guardian	57	59
Foster home		
Homeless		
Other living arrangement	76	50
Promotion of parental involvement in school[†]		
Home with one or more parent or guardian	46	44
Foster home		
Homeless		
Other living arrangement	57	64

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

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

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

Table A18.2
School Safety by Living Situation

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Home with one or more parent or guardian	71	71
Foster home		
Homeless		
Other living arrangement	44	86
Experienced harassment due to five reasons^λ		
Home with one or more parent or guardian	32	21
Foster home		
Homeless		
Other living arrangement	19	38
Experienced any harassment or bullying[§]		
Home with one or more parent or guardian	38	28
Foster home		
Homeless		
Other living arrangement	19	46
Had mean rumors or lies spread about you[§]		
Home with one or more parent or guardian	36	29
Foster home		
Homeless		
Other living arrangement	25	67
Been afraid of being beaten up[§]		
Home with one or more parent or guardian	16	9
Foster home		
Homeless		
Other living arrangement	12	17

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

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

[§]Past 12 months.

Table A18.2
School Safety by Living Situation – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
Home with one or more parent or guardian	4	5
Foster home		
Homeless		
Other living arrangement	0	17
Seen a weapon on campus[§]		
Home with one or more parent or guardian	11	9
Foster home		
Homeless		
Other living arrangement	0	15

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

§Past 12 months.

Table A18.3
Cyberbullying by Living Situation

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Home with one or more parent or guardian	26	20
Foster home		
Homeless		
Other living arrangement	25	31

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

§Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Home with one or more parent or guardian	6	14
Foster home		
Homeless		
Other living arrangement	0	23
Current tobacco use[¶]		
Home with one or more parent or guardian	3	5
Foster home		
Homeless		
Other living arrangement	0	14
Current marijuana use[¶]		
Home with one or more parent or guardian	3	9
Foster home		
Homeless		
Other living arrangement	0	15
Current binge drinking[¶]		
Home with one or more parent or guardian	1	5
Foster home		
Homeless		
Other living arrangement	0	8
Very drunk or “high” 7 or more times, ever		
Home with one or more parent or guardian	3	5
Foster home		
Homeless		
Other living arrangement	0	21
Been drunk or “high” on drugs at school, ever		
Home with one or more parent or guardian	3	6
Foster home		
Homeless		
Other living arrangement	0	21

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 9 %	Grade 11 %
Current alcohol use[¶]		
Home with one or more parent or guardian	4	10
Foster home		
Homeless		
Other living arrangement	0	8
Current alcohol use at school[¶]		
Home with one or more parent or guardian	1	2
Foster home		
Homeless		
Other living arrangement	0	0
Current cigarette smoking[¶]		
Home with one or more parent or guardian	1	1
Foster home		
Homeless		
Other living arrangement	0	7
Current use of vape products[¶]		
Home with one or more parent or guardian	3	6
Foster home		
Homeless		
Other living arrangement	0	21
Current tobacco vaping[¶]		
Home with one or more parent or guardian	2	5
Foster home		
Homeless		
Other living arrangement	0	15
Current marijuana vaping[¶]		
Home with one or more parent or guardian	2	4
Foster home		
Homeless		
Other living arrangement	0	15

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

[¶]Past 30 days.

Table A18.5
Health Routines by Living Situation

	Grade 9 %	Grade 11 %
Eating of breakfast[†]		
Home with one or more parent or guardian	67	59
Foster home		
Homeless		
Other living arrangement	59	60
Bedtime (at 12 am or later)		
Home with one or more parent or guardian	21	37
Foster home		
Homeless		
Other living arrangement	24	33

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

[†]*Today.*

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

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A18.7
Social and Emotional Health by Living Situation

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Home with one or more parent or guardian	30	33
Foster home		
Homeless		
Other living arrangement	41	43
Experienced chronic sadness/hopelessness[§]		
Home with one or more parent or guardian	37	33
Foster home		
Homeless		
Other living arrangement	31	38
Considered suicide[§]		
Home with one or more parent or guardian	16	13
Foster home		
Homeless		
Other living arrangement	6	23
Optimism[‡]		
Home with one or more parent or guardian	53	46
Foster home		
Homeless		
Other living arrangement	54	33
Life satisfaction[‡]		
Home with one or more parent or guardian	65	61
Foster home		
Homeless		
Other living arrangement	58	46

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

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

[§]*Past 12 months.*

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

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

	Grade 9	Grade 11
California Student Wellness Index^o		
Home with one or more parent or guardian	101.5	99.8
Foster home		
Homeless		
Other living arrangement	99.1	89.7

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

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Number of respondents	230	173

Note:

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

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 11 %	Table
Alcohol and Marijuana Consumption Patterns			
Usually drank until felt it a lot	0	2	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	2	1	B.I.3.5
Driving under the influence experiences	5	9	B.I.3.6
Consequences of AOD Consumption			
Caused one or more problems	3	7	B.I.4.2
Caused one or more dependency-related experiences	4	8	B.I.4.3
Supports to Reduce AOD Use			
Very likely to find help at school for quitting or reducing use	20	22	B.I.5.2
Strong Personal Disapproval of AOD Use			
Having one or two drinks of any alcoholic beverage nearly every day	70	63	B.I.7.1
Trying marijuana once or twice	46	31	B.I.7.1
Using marijuana once a month or more	67	51	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

	Grade 9 %	Grade 11 %
Heroin		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Tranquilizers or sedatives		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Appetite suppressants		
0 times	96	96
1 time	0	0
2 to 3 times	2	1
4 or more times	2	4
Ritalin or Adderall or other prescription stimulant		
0 times	100	98
1 time	0	0
2 to 3 times	0	0
4 or more times	0	2

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***

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
Never	80	77
10 years or under	4	1
11-12 years old	5	1
13-14 years old	11	5
15-16 years old	1	14
17 years or older	0	2
Marijuana (smoke, vape, eat, or drink)		
Never	92	85
10 years or under	0	0
11-12 years old	2	1
13-14 years old	5	4
15-16 years old	0	9
17 years or older	0	2
Any other illegal drug or pill to get “high”		
Never	97	100
10 years or under	0	0
11-12 years old	0	0
13-14 years old	2	0
15-16 years old	0	0
17 years or older	0	0

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

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

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

	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette		
Never	97	95
10 years or under	0	0
11-12 years old	0	1
13-14 years old	1	0
15-16 years old	0	2
17 years or older	0	1
A vape product such as an e-cigarette, vape pen, or mod		
Never	90	87
10 years or under	1	0
11-12 years old	3	0
13-14 years old	5	4
15-16 years old	0	9
17 years or older	0	0

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

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

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

	Grade 9 %	Grade 11 %
I don't drink alcohol	95	88
Just enough to feel it a little	2	7
Enough to feel it moderately	3	4
Until I feel it a lot or get really drunk	0	2

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

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

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

	Grade 9 %	Grade 11 %
I don't use drugs	97	91
Just enough to feel a little high	0	2
Enough to feel it moderately	1	5
Until I feel it a lot or get really high	2	1

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***

	Grade 9 %	Grade 11 %
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	95	91
1 time	2	3
2 times	0	2
3 to 6 times	0	3
7 or more times	2	1

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

	Grade 9 %	Grade 11 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	84	77
To experiment (try using)	7	9
To get high	4	5
To have a good time with friends	6	12
To fit in with a group you like	0	0
Because of boredom	5	4
To relax	4	9
To get away from problems	4	4
Because of anger or frustration	3	4
To get through the day	4	3
Because it made you feel better	4	4
To seek deeper insights and understanding	1	5
None of the above	6	9

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

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

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

Table B.I.4.2***Problems Caused by AOD Use***

	Grade 9 %	Grade 11 %
Does not apply; I've never used alcohol or drugs	89	83
I've used alcohol or drugs but never had any of these problems	10	13
Have problems with emotions, nerves, or mental health	0	2
Get into trouble or have problems with the police	1	0
Have money problems	0	1
Miss school	0	1
Have problems with schoolwork	1	1
Fight with others	1	1
Damage a friendship	0	1
Physically hurt or injure yourself	2	1
Have unwanted or unprotected sex	0	2
Forget what happened or pass out	0	3
Been suspended from school	1	2
<i>One or more problems</i>	3	7

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***

	Grade 9 %	Grade 11 %
Does not apply; I have not used alcohol or drugs	92	85
I use alcohol or drugs but have not experienced any of these things	5	8
Found you had to increase how much you use to have the same effect as before	2	2
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	2	1
Used alcohol or drugs a lot more than you intended	2	3
Used alcohol or drugs when you were alone	3	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	1	1
You didn't feel OK unless you had something to drink or used a drug	1	1
Thought about reducing or stopping use	1	4
Told yourself you were not going to use but found yourself using anyway	0	2
Spoke with someone about reducing or stopping use	0	2
Attended counseling, a program, or group to help you reduce or stop use	0	0
<i>One or more dependency-related experiences</i>	4	8

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

	Grade 9 %	Grade 11 %
Very likely	37	44
Likely	33	33
Not likely	12	11
Don't know	19	12

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

	Grade 9 %	Grade 11 %
No, I never used alcohol or other drugs	94	85
No, but I do use alcohol or other drugs	6	12
Yes, I have felt that I needed help	0	3

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

	Grade 9 %	Grade 11 %
Very likely	20	22
Likely	34	40
Not likely	21	15
Don't know	24	22

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

	Grade 9 %	Grade 11 %
No	55	59
Yes	45	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

	Grade 9 %	Grade 11 %
At school	14	12
At parties	22	41
At concerts or other social events	12	14
At their own home	32	37
From adults at friends' homes	18	24
From friends or another teenager	36	41
Get adults to buy it for them	20	20
Buy it themselves from a store	14	18
At bars, clubs, or gambling casinos	3	1
Other	10	7
Don't know	62	51

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

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

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

Table B.I.6.2
Sources for Obtaining Marijuana

	Grade 9 %	Grade 11 %
At school	20	20
At parties	14	27
At concerts or other social events	10	16
At their own home	18	24
From an adult acquaintance	21	21
From friends or another teenager	32	42
Buy it at a marijuana dispensary	8	12
At bars or clubs	2	1
Other	7	5
Don't know	68	56

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

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

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

7. Influences on ATOD Use

Table B.I.7.1

Personal Disapproval of AOD Use

	Grade 9 %	Grade 11 %
Having one or two drinks of any alcoholic beverage nearly every day		
Neither approve nor disapprove	18	26
Somewhat disapprove	12	11
Strongly disapprove	70	63
Trying marijuana once or twice		
Neither approve nor disapprove	28	43
Somewhat disapprove	25	27
Strongly disapprove	46	31
Using marijuana once a month or more regularly		
Neither approve nor disapprove	20	31
Somewhat disapprove	13	18
Strongly disapprove	67	51

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

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

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

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	88	83
Wrong	9	14
A little wrong	2	2
Not at all wrong	1	1
Smoke tobacco		
Very wrong	92	85
Wrong	6	12
A little wrong	0	2
Not at all wrong	1	1
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	89	83
Wrong	8	15
A little wrong	0	2
Not at all wrong	2	1
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	88	80
Wrong	7	11
A little wrong	3	7
Not at all wrong	2	2
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	94	90
Wrong	5	8
A little wrong	0	1
Not at all wrong	1	1

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

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

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

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	66	58
Wrong	24	28
A little wrong	8	11
Not at all wrong	2	3
Smoke tobacco		
Very wrong	70	59
Wrong	19	22
A little wrong	8	17
Not at all wrong	3	2
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	65	54
Wrong	20	21
A little wrong	10	18
Not at all wrong	5	7
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	65	52
Wrong	23	19
A little wrong	8	19
Not at all wrong	4	10
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	74	71
Wrong	18	20
A little wrong	7	7
Not at all wrong	1	1

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

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

Table B.I.7.4

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

	Grade 9 %	Grade 11 %
No	26	30
Yes	74	70

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

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

Behavioral Health Module

Form B. Other Behavioral Health Factors

1. Student Sample

Table B.II.1.1

Student Sample on Other Behavioral Health Factors

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Number of respondents	231	193

Note:

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

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 9 %	Grade 11 %	Table
Behavioral Health Protective Factors			
Emotional safety at school [†]	59	61	B.II.3.2
School co-regulation supports [†]	50	55	B.II.3.3
Home adult co-regulation supports [†]	72	66	B.II.3.4
Peer co-regulation supports [†]	74	75	B.II.3.5
Resilience Assets			
Emotion regulation ^â	38	43	B.II.4.1
Student Wellness			
Responses to trauma ^{ê¶}	20	23	B.II.5.1
Potential Post-Traumatic Stress [¶]	30	37	B.II.5.2
Stress associated health symptoms [*]	16	20	B.II.5.3
Loneliness ^ê	46	45	B.II.5.4
Self-harm [§]	18	16	B.II.5.8
Fasting for 12 hours or more	34	36	B.II.5.7
Trouble sleeping (daily)	13	18	B.II.5.1
Mental Health Supports			
Wanted to get mental health services [§]	18	24	B.II.6.4
Received mental health services [§]	14	21	B.II.6.4
Barriers to receiving services (3 or more)	30	24	B.II.6.5

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

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

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

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

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

[¶] Past 30 days.

^{*} Past 2 weeks.

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

[§] Past 12 months.

3. Behavioral Health Protective Factors

Table B.II.3.1
Perceived Safety at Home and in Neighborhood

	Grade 9 %	Grade 11 %
<i>How safe do you feel...</i>		
at home or the place where you live?		
Very safe	69	68
Safe	25	25
Neither safe nor unsafe	5	5
Unsafe	0	1
Very unsafe	1	1
in the neighborhood where you live?		
Very safe	57	59
Safe	32	34
Neither safe nor unsafe	10	6
Unsafe	0	0
Very unsafe	1	1

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

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

Table B.II.3.2***Emotional Safety at School Scale Questions***

	Grade 9 %	Grade 11 %
Emotional safety at school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	61
<i>At my school,...</i>		
I feel socially accepted.		
Not at all true	10	6
A little true	27	27
Pretty much true	42	44
Very much true	21	22
I feel that I matter to others.		
Not at all true	11	14
A little true	35	31
Pretty much true	36	33
Very much true	18	22

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

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

Table B.II.3.3

School Co-Regulation Supports Scale Questions

	Grade 9 %	Grade 11 %
School co-regulation supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	50	55
<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	17	17
A little true	35	27
Pretty much true	31	29
Very much true	18	27
<i>would be helpful to me if I came to school upset.</i>		
Not at all true	24	18
A little true	25	27
Pretty much true	31	27
Very much true	20	28
<i>makes me feel good about myself.</i>		
Not at all true	17	17
A little true	33	28
Pretty much true	30	29
Very much true	19	26

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

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

Table B.II.3.4***Home Adult Co-Regulation Supports Scale Questions***

	Grade 9 %	Grade 11 %
Home adult co-regulation supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	66
<i>In my home, there is a parent or some other adult who... talks with me about my problems.</i>		
Not at all true	9	13
A little true	19	25
Pretty much true	25	23
Very much true	47	40
helps me when I am upset.		
Not at all true	7	14
A little true	20	19
Pretty much true	28	29
Very much true	45	39
makes me feel good about myself.		
Not at all true	7	10
A little true	20	23
Pretty much true	26	24
Very much true	47	43

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

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

Table B.II.3.5***Peer Co-Regulation Supports Scale Questions***

	Grade 9 %	Grade 11 %
Peer co-regulation supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	75
<i>I have a friend my age who...</i>		
talks with me about my problems.		
Not at all true	13	12
A little true	15	13
Pretty much true	26	23
Very much true	47	52
helps me when I am upset.		
Not at all true	10	10
A little true	17	15
Pretty much true	27	25
Very much true	47	50
makes me feel good about myself.		
Not at all true	6	9
A little true	17	16
Pretty much true	28	22
Very much true	50	54

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

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

4. Resilience Assets

Table B.II.4.1
Emotion Regulation Scale Questions

	Grade 9 %	Grade 11 %
Emotion regulation		
<i>Average reporting the top two response categories^â</i>	38	43
When everybody around you gets angry, how relaxed can you stay?		
Not relaxed at all	15	20
Slightly relaxed	29	25
Somewhat relaxed	30	27
Quite relaxed	19	18
Extremely relaxed	7	10
How often are you able to control your emotions when you need to?		
Almost never	4	4
Once in a while	13	10
Sometimes	25	23
Frequently	32	37
Almost always	26	25
When things go wrong for you, how calm are you able to remain?		
Not calm at all	10	6
Slightly calm	22	21
Somewhat calm	36	35
Quite calm	27	29
Extremely calm	5	9

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

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

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

5. Student Wellness

Table B.II.5.1
Responses to Trauma Scale Questions

	Grade 9 %	Grade 11 %
Responses to trauma		
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	20	23
During the past 30 days,...		
I got upset easily or got into arguments or physical fights.		
Never	53	59
1-3 times a month	29	26
1-2 times a week	7	8
2-3 times a week	7	4
Almost every day	4	3
I had trouble concentrating or paying attention.		
Never	25	25
1-3 times a month	27	18
1-2 times a week	15	11
2-3 times a week	11	20
Almost every day	22	26
I had trouble feeling happiness or love.		
Never	51	50
1-3 times a month	24	22
1-2 times a week	12	11
2-3 times a week	5	11
Almost every day	8	6

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

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

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

	Grade 9 %	Grade 11 %
During the past 30 days,...		
I felt alone even when I was around other people.		
Never	41	42
1-3 times a month	27	24
1-2 times a week	11	13
2-3 times a week	7	10
Almost every day	14	11
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.		
Never	39	39
1-3 times a month	24	28
1-2 times a week	14	8
2-3 times a week	10	8
Almost every day	13	18

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

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

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

	Grade 9 %	Grade 11 %
Minimal PTS Symptoms	44	31
Mild PTS Symptoms	26	32
Potential PTS	30	37

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

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

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

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

	Grade 9 %	Grade 11 %
Stress associated health symptoms		
<i>Average reporting “A lot” or “A whole lot”</i>	16	20
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>		
Stomachaches		
Not at all	38	41
A little	30	21
Some	16	15
A lot	10	17
A whole lot	6	5
Headaches		
Not at all	31	32
A little	32	22
Some	15	22
A lot	15	14
A whole lot	7	10
Pains in your lower back		
Not at all	44	47
A little	20	15
Some	20	18
A lot	9	11
A whole lot	8	8

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

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

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

	Grade 9 %	Grade 11 %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>		
Feeling faint or dizzy		
Not at all	45	48
A little	23	16
Some	17	19
A lot	9	12
A whole lot	5	5
Heart beating too fast (even when you are not exercising)		
Not at all	67	60
A little	12	10
Some	8	16
A lot	8	7
A whole lot	5	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

	Grade 9 %	Grade 11 %
Loneliness		
<i>Average reporting “Sometimes” or “Often”</i>	46	45
How often do you feel lonely?		
Never	17	24
Rarely	35	29
Sometimes	32	31
Often	16	17
How often do you feel that you are no longer close to anyone?		
Never	29	37
Rarely	26	21
Sometimes	26	26
Often	19	16

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

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

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

	Grade 9 %	Grade 11 %
Very dissatisfied	10	11
Dissatisfied	22	30
Neither dissatisfied nor satisfied	26	29
Satisfied	27	21
Very satisfied	15	9

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

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

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

	Grade 9 %	Grade 11 %
Which of the following are you trying to do about your weight?		
Lose weight	41	51
Gain weight	22	22
Stay the same weight	12	15
I am not trying to do anything about my weight	25	11

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

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

Table B.II.5.7
Disordered Eating Behavior

	Grade 9 %	Grade 11 %
During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:		
Exercise		
No	18	23
Yes	82	77
Eat less food, fewer calories, or foods low in fat		
No	31	20
Yes	69	80
Go without eating for 12 hours or more		
No	66	64
Yes	34	36
Take diet pills, powders, or liquids without a doctor's advice		
No	92	93
Yes	8	7
Vomit or take laxatives		
No	96	92
Yes	4	8

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

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

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

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

	Grade 9 %	Grade 11 %
0 times	82	84
1 time	5	7
2 or 3 times	4	4
4 or 5 times	3	3
6 or more times	6	2

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

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

6. Mental Health Supports

Table B.II.6.1

Availability of Mental Health Supports at School, Past Year

	Grade 9 %	Grade 11 %
No	88	85
Yes	5	8
I don't know	7	7

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

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

	Grade 9 %	Grade 11 %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>		
talk to a teacher or another adult from your school?	17	19
talk to your parents or someone else in your family?	55	56
get help from a counselor or therapist?	22	27
talk to your friends?	69	73
be afraid to get help?	27	23
not know what to do?	29	17

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

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

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

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

	Grade 9 %	Grade 11 %
<i>If someone my age felt very sad, stressed, lonely, or depressed,...</i>		
 <i>talking to an adult could help them feel better.</i>		
Strongly disagree	7	8
Disagree	17	21
Agree	60	58
Strongly agree	16	13
<i>kids at my school would be nice to them.</i>		
Strongly disagree	10	9
Disagree	29	27
Agree	50	53
Strongly agree	12	10

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

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

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

	Grade 9 %	Grade 11 %
<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	75	72
Yes	18	24
I don't know	7	4
did you get help from a counselor or therapist when you needed it?		
Does not apply, I didn't need help	62	56
No, I didn't get help when I needed it	24	22
Yes, I got help when I needed it	14	21
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]		
Nowhere	3	0
At school (in person, by phone, or online)	42	49
From a counselor or therapist not from my school (in person, by phone, or online)	68	59
Somewhere else	13	10
I don't know	0	3

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

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

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

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

	Grade 9 %	Grade 11 %
I would not know where to go for help	24	17
There isn't anyone I can talk to	15	11
They wouldn't understand	25	27
People would think there's something wrong with me	20	15
My parents might find out	28	20
Other students might find out	15	10
I wouldn't have a way to pay for it	8	10
I wouldn't want to talk to a counselor or therapist	29	26
Other reasons	17	14
Does not apply, none of these things would stop you from talking to a counselor or therapist.	37	34
<i>Three or more barriers</i>	30	24

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

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

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

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

	Grade 9 %	Grade 11 %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.		
Strongly disagree	7	10
Disagree	20	19
Agree	52	48
Strongly agree	21	22
People at my school talk openly about mental health.		
Strongly disagree	8	14
Disagree	39	33
Agree	40	41
Strongly agree	13	11
My school encourages students to take care of their mental health.		
Strongly disagree	4	10
Disagree	14	16
Agree	55	59
Strongly agree	27	15

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

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	679	636
Final number	437	333
Response Rate	64%	52%

2. Perceptions of LGBTQ-Related School Safety

Table I2.1

Student Perceptions of School Safety, LGBTQ-Specific

	Grade 9 %	Grade 11 %
<i>My school is safe for...</i>		
guys who are not as “masculine” as other guys.		
Strongly disagree	4	4
Disagree	17	13
Agree	61	66
Strongly agree	18	17
girls who are not as “feminine” as other girls.		
Strongly disagree	4	3
Disagree	11	10
Agree	65	68
Strongly agree	21	20
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).		
Strongly disagree	7	5
Disagree	18	14
Agree	58	66
Strongly agree	16	15
students with LGBTQ parents.		
Strongly disagree	6	4
Disagree	15	10
Agree	62	68
Strongly agree	17	17

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***

	Grade 9 %	Grade 11 %
<i>My school is safe for...</i>		
teachers and staff who are LGBTQ.		
Strongly disagree	7	4
Disagree	17	10
Agree	60	68
Strongly agree	16	18
LGBTQ allies (people who are supportive of LGBTQ people).		
Strongly disagree	5	4
Disagree	12	8
Agree	62	68
Strongly agree	21	21

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

	Grade 9 %	Grade 11 %
<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	92	93
1 time	3	4
2-3 times	3	2
4 or more times	2	1
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls		
0 times	91	95
1 time	5	2
2-3 times	2	1
4 or more times	2	2
Because you have LGBTQ parents or family members or because someone thought they were		
0 times	99	98
1 time	0	0
2-3 times	0	0
4 or more times	0	1
Because you have LGBTQ friends or because someone thought you did		
0 times	95	97
1 time	3	2
2-3 times	1	0
4 or more times	2	1

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***

	Grade 9 %	Grade 11 %
<i>How often do you hear other students make negative comments or use slurs about someone's...</i>		
sex (male or female)?		
Never	41	38
Rarely	26	27
Sometimes	20	24
Often	13	10
sexual orientation?		
Never	29	29
Rarely	21	26
Sometimes	27	25
Often	23	20
gender identity or expression?		
Never	34	33
Rarely	24	22
Sometimes	22	26
Often	20	19
having LGBTQ parents or family members?		
Never	60	55
Rarely	24	23
Sometimes	9	13
Often	7	9
having LGBTQ friends?		
Never	52	48
Rarely	25	23
Sometimes	14	19
Often	10	10

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***

	Grade 9 %	Grade 11 %
<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	85	84
Rarely	9	10
Sometimes	4	4
Often	2	2
sexual orientation?		
Never	87	85
Rarely	8	9
Sometimes	3	4
Often	2	2
gender identity or expression?		
Never	87	85
Rarely	7	8
Sometimes	3	4
Often	3	2
having LGBTQ parents or family members?		
Never	90	87
Rarely	6	6
Sometimes	2	4
Often	2	3
having LGBTQ friends?		
Never	90	87
Rarely	6	6
Sometimes	2	3
Often	2	3

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

	Grade 9 %	Grade 11 %
<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>		
<i>sex (male or female)?</i>		
Never stop	23	26
Rarely stop	14	19
Sometimes stop	15	16
Often stop	8	6
Not applicable	41	34
<i>sexual orientation?</i>		
Never stop	25	27
Rarely stop	16	19
Sometimes stop	15	17
Often stop	8	9
Not applicable	37	28
<i>gender identity or expression?</i>		
Never stop	25	27
Rarely stop	13	18
Sometimes stop	15	16
Often stop	8	8
Not applicable	39	31

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***

	Grade 9 %	Grade 11 %
<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	24	25
Rarely stop	11	14
Sometimes stop	13	15
Often stop	8	7
Not applicable	44	39
<i>having LGBTQ friends?</i>		
Never stop	23	26
Rarely stop	12	16
Sometimes stop	15	15
Often stop	8	9
Not applicable	43	35

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***

	Grade 9 %	Grade 11 %
<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	12	13
Rarely stop	7	8
Sometimes stop	13	16
Often stop	25	23
Not applicable	42	40
<i>sexual orientation?</i>		
Never stop	11	12
Rarely stop	9	7
Sometimes stop	14	19
Often stop	26	23
Not applicable	40	39
<i>gender identity or expression?</i>		
Never stop	12	12
Rarely stop	8	7
Sometimes stop	14	18
Often stop	26	22
Not applicable	41	40
<i>having LGBTQ parents or family members?</i>		
Never stop	12	14
Rarely stop	7	6
Sometimes stop	11	14
Often stop	25	20
Not applicable	46	45
<i>having LGBTQ friends?</i>		
Never stop	12	13
Rarely stop	6	7
Sometimes stop	11	14
Often stop	24	21
Not applicable	46	44

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***

	Grade 9 %	Grade 11 %
If another student was bullying me, I would tell the principal or assistant principal.		
Strongly disagree	23	26
Disagree	34	32
Agree	33	32
Strongly agree	10	10
If another student was bullying me, I would tell one of the teachers or other staff at school.		
Strongly disagree	21	23
Disagree	28	28
Agree	38	39
Strongly agree	13	10
If I tell a teacher that someone is bullying me, the teacher will do something to help.		
Strongly disagree	12	13
Disagree	22	13
Agree	52	64
Strongly agree	15	11

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***

	Grade 9 %	Grade 11 %
<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	56	56
A little likely	29	29
Very likely	15	15
a teacher?		
Not at all likely	60	65
A little likely	31	26
Very likely	9	9
a school principal or assistant principal?		
Not at all likely	66	72
A little likely	25	20
Very likely	9	8
other adults at school?		
Not at all likely	70	72
A little likely	23	20
Very likely	7	8
a friend at your school?		
Not at all likely	35	31
A little likely	35	36
Very likely	30	33

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***

	Grade 9 %	Grade 11 %
<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	53	48
A little likely	25	31
Very likely	22	21
your parent or guardian?		
Not at all likely	51	48
A little likely	26	30
Very likely	22	22
a friend's parent or other adult not at school?		
Not at all likely	68	66
A little likely	23	23
Very likely	9	11

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***

	Grade 9 %	Grade 11 %
There are adults at this school I could turn to if I had a personal problem.		
Strongly disagree	18	16
Disagree	19	17
Agree	49	54
Strongly agree	14	13

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

	Grade 9 %	Grade 11 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?		
Yes	46	56
No	6	9
Don't know	49	35
Do you learn about LGBTQ people or issues in your classes at school?		
Yes	15	21
No	51	54
Don't know	33	25
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?		
Yes	18	24
No	31	34
Don't know	51	43

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***

	Grade 9 %	Grade 11 %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>		
<i>sexual orientation?</i>		
Yes	48	51
No	7	7
Don't know	45	42
<i>gender identity or expression?</i>		
Yes	47	49
No	7	7
Don't know	46	44

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

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	679	636
Final number	444	346
Response Rate	65%	54%

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 9 %	Grade 11 %	Table
Student learning environment [†]	52	47	N3.1
Learning engagement climate [†]	28	23	N3.2
Fairness and respect [†]	42	41	N4.1
Racial/Ethnic conflict [†]	12	16	N4.2
Respect for diversity [†]	58	51	N4.3
Clarity of rules [†]	52	49	N5.1
Disciplinary harshness [†]	17	17	N5.2
Student peer relationships [†]	53	45	N6.1
Support for social emotional learning [†]	49	45	N7.1
Antibullying climate [†]	34	34	N8.1
Quality of school facilities [†]	60	58	N9.1
Time for lunch [†]	46	44	N10.1

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

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

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

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	Grade 9 %	Grade 11 %
Student learning environment		
<i>Average reporting “Agree” or “Strongly agree”</i>	52	47
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.		
Strongly disagree	4	5
Disagree	9	12
Neither disagree nor agree	33	32
Agree	35	42
Strongly agree	19	10
My teachers work hard to help me with my schoolwork when I need it.		
Strongly disagree	4	5
Disagree	11	10
Neither disagree nor agree	30	32
Agree	40	44
Strongly agree	16	9
Teachers show how classroom lessons are helpful to students in real life.		
Strongly disagree	12	14
Disagree	17	17
Neither disagree nor agree	34	38
Agree	28	26
Strongly agree	9	5

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

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

Table N3.1
Student Learning Environment Questions – Continued

	Grade 9 %	Grade 11 %
Teachers give students a chance to take part in classroom discussions or activities.		
Strongly disagree	3	4
Disagree	4	6
Neither disagree nor agree	23	27
Agree	52	49
Strongly agree	18	14
Teachers go out of their way to help students.		
Strongly disagree	5	7
Disagree	10	11
Neither disagree nor agree	33	39
Agree	37	33
Strongly agree	14	10
Teachers help students catch up when they return from an absence.		
Strongly disagree	10	9
Disagree	15	22
Neither disagree nor agree	31	32
Agree	32	30
Strongly agree	12	6
My teachers give me useful feedback on my work.		
Strongly disagree	5	5
Disagree	10	15
Neither disagree nor agree	32	33
Agree	41	39
Strongly agree	12	8

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

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

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

	Grade 9 %	Grade 11 %
This school is a supportive and inviting place for students to learn.^Ø		
Strongly disagree	5	5
Disagree	6	6
Neither disagree nor agree	35	38
Agree	42	43
Strongly agree	12	8

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

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

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

^ØItem not included in the scale.

Table N3.2
Learning Engagement Climate Questions

	Grade 9 %	Grade 11 %
Learning engagement climate		
<i>Average reporting “Agree” or “Strongly agree”</i>	28	23
Students at this school are motivated to learn.		
Strongly disagree	10	7
Disagree	21	23
Neither disagree nor agree	44	44
Agree	20	22
Strongly agree	5	4
Students pay attention in class.		
Strongly disagree	5	8
Disagree	21	24
Neither disagree nor agree	48	49
Agree	21	15
Strongly agree	5	5
Students try their best in school.		
Strongly disagree	5	7
Disagree	13	15
Neither disagree nor agree	54	53
Agree	23	21
Strongly agree	6	4

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

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

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

	Grade 9 %	Grade 11 %
Students turn in their homework on time.		
Strongly disagree	2	7
Disagree	14	20
Neither disagree nor agree	51	51
Agree	28	19
Strongly agree	5	2
Students usually follow the rules at school.^o		
Strongly disagree	4	5
Disagree	12	14
Neither disagree nor agree	42	45
Agree	35	33
Strongly agree	7	4

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

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

^oItem not included in the scale.

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

	Grade 9 %	Grade 11 %
This school promotes academic success for all students.		
Strongly disagree	1	1
Disagree	5	6
Neither disagree nor agree	30	35
Agree	48	44
Strongly agree	17	14

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

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect Scale Questions

	Grade 9 %	Grade 11 %
Fairness and respect		
<i>Average reporting “Agree” or “Strongly agree”</i>	42	41
Adults at this school treat all students with respect.		
Strongly disagree	7	6
Disagree	12	13
Neither disagree nor agree	33	35
Agree	36	38
Strongly agree	13	8
Students treat teachers with respect.		
Strongly disagree	12	10
Disagree	22	23
Neither disagree nor agree	41	41
Agree	20	22
Strongly agree	5	5
The school rules are fair.		
Strongly disagree	4	4
Disagree	7	10
Neither disagree nor agree	33	34
Agree	43	43
Strongly agree	13	9
All students are treated fairly when they break school rules.		
Strongly disagree	8	7
Disagree	14	14
Neither disagree nor agree	40	41
Agree	30	32
Strongly agree	8	6

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

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

Table N4.2***Racial/Ethnic Conflict Scale Questions***

	Grade 9 %	Grade 11 %
Racial/Ethnic conflict		
<i>Average reporting “Agree” or “Strongly agree”</i>	12	16
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.		
Strongly disagree	45	35
Disagree	19	21
Neither disagree nor agree	26	29
Agree	6	11
Strongly agree	4	4
There is a lot of tension in this school between people of different cultures, races, or ethnicities.		
Strongly disagree	26	20
Disagree	25	25
Neither disagree nor agree	34	39
Agree	10	12
Strongly agree	4	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

	Grade 9 %	Grade 11 %
Respect for diversity		
<i>Average reporting “Agree” or “Strongly agree”</i>	58	51
Students in this school respect each other’s differences.		
Strongly disagree	7	8
Disagree	6	11
Neither disagree nor agree	45	43
Agree	31	29
Strongly agree	11	9
Adults/teachers in this school respect differences in students.		
Strongly disagree	2	3
Disagree	3	3
Neither disagree nor agree	28	35
Agree	44	41
Strongly agree	23	18
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	1	3
Disagree	2	5
Neither disagree nor agree	33	39
Agree	43	38
Strongly agree	21	15

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

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

Table N4.4
Restorative Practices

	Grade 9 %	Grade 11 %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.		
Strongly disagree	3	5
Disagree	12	8
Neither disagree nor agree	46	54
Agree	28	27
Strongly agree	11	7

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

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

5. Disciplinary Environment

Table N5.1
Clarity of Rules Scale Questions

	Grade 9 %	Grade 11 %
Clarity of rules		
<i>Average reporting “Agree” or “Strongly agree”</i>	52	49
This school clearly informs students what would happen if they break school rules.		
Strongly disagree	5	5
Disagree	10	9
Neither disagree nor agree	28	35
Agree	40	40
Strongly agree	17	11
Rules in this school are made clear to students.		
Strongly disagree	2	4
Disagree	12	9
Neither disagree nor agree	38	40
Agree	38	40
Strongly agree	10	8
This school makes it clear how students are expected to act.		
Strongly disagree	2	3
Disagree	7	7
Neither disagree nor agree	38	41
Agree	42	40
Strongly agree	11	9

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

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

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

	Grade 9 %	Grade 11 %
Disciplinary harshness		
<i>Average reporting “Agree” or “Strongly agree”</i>	17	17
The rules in this school are too strict.		
Strongly disagree	11	8
Disagree	41	34
Neither disagree nor agree	38	45
Agree	7	11
Strongly agree	3	1
It is easy for students to get kicked out of class or get suspended.		
Strongly disagree	8	7
Disagree	27	33
Neither disagree nor agree	46	41
Agree	14	16
Strongly agree	5	4
Students get in trouble for breaking small rules.		
Strongly disagree	8	6
Disagree	29	32
Neither disagree nor agree	41	44
Agree	17	15
Strongly agree	5	3

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

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 9 %	Grade 11 %
Student peer relationships		
<i>Average reporting “Agree” or “Strongly agree”</i>	53	45
Students enjoy doing things with each other during school activities.		
Strongly disagree	3	3
Disagree	4	7
Neither disagree nor agree	26	33
Agree	53	48
Strongly agree	14	10
Students care about each other.		
Strongly disagree	3	4
Disagree	8	9
Neither disagree nor agree	33	40
Agree	45	39
Strongly agree	11	8
Students treat each other with respect.		
Strongly disagree	5	4
Disagree	12	14
Neither disagree nor agree	44	50
Agree	33	27
Strongly agree	6	5
Students get along well with each other.		
Strongly disagree	3	3
Disagree	6	8
Neither disagree nor agree	40	44
Agree	42	38
Strongly agree	9	6

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

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	Grade 9 %	Grade 11 %
Support for social emotional learning		
<i>Average reporting “Agree” or “Strongly agree”</i>	49	45
This school encourages students to feel responsible for how they act.		
Strongly disagree	2	4
Disagree	6	7
Neither disagree nor agree	39	41
Agree	43	41
Strongly agree	10	8
This school encourages students to understand how others think and feel.		
Strongly disagree	3	4
Disagree	10	9
Neither disagree nor agree	42	45
Agree	37	36
Strongly agree	9	7
Students are taught that they can control their own behavior.		
Strongly disagree	3	4
Disagree	8	10
Neither disagree nor agree	39	39
Agree	41	40
Strongly agree	9	7

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

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

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

	Grade 9 %	Grade 11 %
This school helps students resolve conflicts with one another.		
Strongly disagree	4	4
Disagree	12	14
Neither disagree nor agree	44	45
Agree	34	30
Strongly agree	5	6
This school encourages students to care about how others feel.		
Strongly disagree	4	4
Disagree	10	11
Neither disagree nor agree	40	43
Agree	40	37
Strongly agree	8	6
Teachers here make it clear to students that bullying is not tolerated.		
Strongly disagree	4	5
Disagree	5	6
Neither disagree nor agree	32	34
Agree	43	42
Strongly agree	17	14

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

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

8. School Antibullying Climate

Table N8.1

Antibullying Climate Scale Questions

	Grade 9 %	Grade 11 %
Antibullying climate		
<i>Average reporting “Agree” or “Strongly agree”</i>	34	34
If another student was bullying me, I would tell one of the teachers or staff at school.		
Strongly disagree	13	11
Disagree	19	15
Neither disagree nor agree	31	38
Agree	24	25
Strongly agree	12	11
Students tell teachers when other students are being bullied.		
Strongly disagree	13	10
Disagree	23	19
Neither disagree nor agree	41	45
Agree	17	19
Strongly agree	6	6
If I tell a teacher that someone is bullying me, the teacher will do something to help.		
Strongly disagree	4	3
Disagree	5	7
Neither disagree nor agree	35	39
Agree	42	39
Strongly agree	14	12

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

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

Table N8.1***Antibullying Climate Scale Questions – Continued***

	Grade 9 %	Grade 11 %
Students here try to stop bullying when they see it happening.		
Strongly disagree	11	11
Disagree	23	21
Neither disagree nor agree	46	46
Agree	14	17
Strongly agree	6	5

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

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

9. School Physical Environment

Table N9.1

Quality of School Facilities Scale Questions

	Grade 9 %	Grade 11 %
Quality of school facilities		
<i>Average reporting “Agree” or “Strongly agree”</i>	60	58
My school is usually clean and tidy.		
Strongly disagree	3	3
Disagree	10	14
Neither disagree nor agree	29	24
Agree	48	49
Strongly agree	10	10
The schoolyard and buildings are clean and in good condition.		
Strongly disagree	3	3
Disagree	5	4
Neither disagree nor agree	29	35
Agree	49	46
Strongly agree	14	12
The school grounds are kept clean.		
Strongly disagree	2	3
Disagree	11	9
Neither disagree nor agree	29	31
Agree	47	46
Strongly agree	11	11

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

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

Table N9.2
Classroom Crowding

	Grade 9 %	Grade 11 %
My classroom is so crowded it is hard to concentrate and learn.		
Strongly disagree	14	10
Disagree	41	36
Neither disagree nor agree	31	36
Agree	10	14
Strongly agree	4	5

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

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

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	Grade 9 %	Grade 11 %
Time for lunch		
<i>Average reporting “Agree” or “Strongly agree”</i>	46	44
I eat my lunch at the right time of day.		
Strongly disagree	6	6
Disagree	9	9
Neither disagree nor agree	30	32
Agree	44	41
Strongly agree	12	11
I have plenty of time to eat my lunch.		
Strongly disagree	16	17
Disagree	21	24
Neither disagree nor agree	26	23
Agree	27	31
Strongly agree	10	5

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

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

Table N10.2

Clean and Drinkable Water

	Grade 9 %	Grade 11 %
This school has clean and drinkable water.		
Strongly disagree	4	3
Disagree	8	9
Neither disagree nor agree	26	33
Agree	44	39
Strongly agree	18	16

*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://download.wested.org/resources/lgbtq-students-in-california/)

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

¹⁷ See calschls.org/my-surveys/

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

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

SCHOOL PERFORMANCE, ENGAGEMENT, AND SUPPORTS (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

School Boredom – School Value

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

				School Boredom								
				School is really boring								
				Low Boredom			Moderate Boredom			High Boredom		
				0 Disagree	1	2	3	4	5	6	7	8
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		
			7				Low Value–Moderate Boredom			Low Value–High Boredom		
			8				Only a low percentage of students’ responses place them in groups 4, 7, and 8.			Suboptimal		
			9									Low Value–High Boredom
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