

CALIFORNIA HEALTHY KIDS SURVEY



Freedom High Secondary 2024-2025 Main Report

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

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

Recommended citation:

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

Date prepared: 11 Jun 2025
CDS code: 07617210730457

Contents

	Page
List of Tables	III
PREFACE	XI
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	6
4. Health Routines	13
5. Remote Schooling	14
6. School Performance, Engagement, and Supports	16
7. Social and Emotional Health	29
8. School Violence, Victimization, and Safety	34
9. Alcohol and Other Drug Use	41
10. Use of Tobacco and Vaping Devices	53
11. Other Health Risks	64
12. Race/Ethnicity Breakdowns	65
13. Gender Breakdowns	82
14. Parental Education Breakdowns	93
15. English Learner Breakdowns	105
16. Long-Term English Learner (LTEL) Breakdowns	114
17. Special Education Breakdowns	123
18. Living Situation Breakdowns	134
B. Behavioral Health Module (Form A)	145
Alcohol and Other Drugs	145
1. Student Sample	145
2. Summary of Key Indicators	146
3. Alcohol, Tobacco, and Other Drug Consumption Patterns	147
4. Reasons for and Consequences of AOD Consumption	151
5. Supports to Reduce AOD Use	155
6. Availability	156
7. Influences on ATOD Use	158

B. Behavioral Health Module (Form B)	162
Other Behavioral Health Factors	162
1. Student Sample	162
2. Summary of Key Indicators	163
3. Behavioral Health Protective Factors	164
4. Resilience Assets	169
5. Student Wellness	170
6. Mental Health Supports	178
I. Gender Identity & Sexual Orientation-Based Harassment	183
1. Module Sample	183
2. Perceptions of LGBTQ-Related School Safety	184
3. Bullying, Negative Attitudes, and Pro-Bullying Beliefs	186
4. Response to Bullying and Supports	189
5. School Resources and Policies	195
N. School Climate Module	197
1. Module Sample	197
2. Key Indicators of School Climate	198
3. Student Learning Environment & Academic Engagement	199
4. Fairness and Respect for Diversity	204
5. Disciplinary Environment	208
6. Student Peer Relationships	210
7. Social and Emotional Learning	211
8. School Antibullying Climate	213
9. School Physical Environment	215
10. Scheduled Lunch and Drinkable Water	217
Appendix	219

List of Tables

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

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

A10.2	Lifetime Tobacco Use and Vaping	54
A10.3	Substances Ever Vaped	55
A10.4	Ever Vaped Multiple Substances	55
A10.5	Any Current and Daily Use of Cigarettes, Smokeless Tobacco, and Vape Products	56
A10.6	Substances Vaped, Past 30 Days	57
A10.7	Vaped Multiple Substances, Past 30 Days	57
A10.8	Current Tobacco Use, Past 30 Days	58
A10.9	Current Cigarette Smoking, Smokeless Tobacco Use, and Vaping on School Property, Past 30 Days	58
A10.10	Substances Vaped on School Property, Past 30 Days	59
A10.11	Vaped Multiple Substances on School Property, Past 30 Days	59
A10.12	Current Tobacco Use on School Property, Past 30 Days	60
A10.13	Secondhand Smoke on School Property, Past 30 Days	60
A10.14	Cigarette Smoking and Vaping Cessation Attempts	61
A10.15	Perceived Harm of Cigarette Smoking	61
A10.16	Perceived Harm of Vaping Tobacco or Nicotine	62
A10.17	Perceived Difficulty of Obtaining Cigarettes and Vape Products	63
A10.18	School Bans Tobacco Use and Vaping	63
11.	Other Health Risks	64
A11.1	Gang Involvement	64
12.	Race/Ethnicity Breakdowns	65
A12.1	School Engagement and Supports by Race/Ethnicity	65
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	66
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	67
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	68
A12.2	School Safety by Race/Ethnicity	69
A12.2	School Safety by Race/Ethnicity – Continued	70
A12.2	School Safety by Race/Ethnicity – Continued	71
A12.3	Cyberbullying by Race/Ethnicity	71
A12.4	Substance Use by Race/Ethnicity	72
A12.4	Substance Use by Race/Ethnicity – Continued	73
A12.4	Substance Use by Race/Ethnicity – Continued	74
A12.4	Substance Use by Race/Ethnicity – Continued	75
A12.5	Health Routines by Race/Ethnicity	76
A12.6	Remote Schooling by Race/Ethnicity	77
A12.6	Remote Schooling by Race/Ethnicity – Continued	78
A12.7	Social and Emotional Health by Race/Ethnicity	79
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	80
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	81
13.	Gender Breakdowns	82
A13.1	School Engagement and Supports by Gender	82
A13.1	School Engagement and Supports by Gender – Continued	83
A13.1	School Engagement and Supports by Gender – Continued	84
A13.2	School Safety by Gender	85
A13.2	School Safety by Gender – Continued	86

A13.3	Cyberbullying by Gender	86
A13.4	Substance Use by Gender	87
A13.4	Substance Use by Gender – Continued	88
A13.5	Health Routines by Gender	89
A13.6	Remote Schooling by Gender	90
A13.7	Social and Emotional Health by Gender	91
A13.7	Social and Emotional Health by Gender – Continued	92
14.	Parental Education Breakdowns	93
A14.1	School Engagement and Supports by Parental Education	93
A14.1	School Engagement and Supports by Parental Education – Continued	94
A14.1	School Engagement and Supports by Parental Education – Continued	95
A14.2	School Safety by Parental Education	96
A14.2	School Safety by Parental Education – Continued	97
A14.3	Cyberbullying by Parental Education	97
A14.4	Substance Use by Parental Education	98
A14.4	Substance Use by Parental Education – Continued	99
A14.4	Substance Use by Parental Education – Continued	100
A14.5	Health Routines by Parental Education	101
A14.6	Remote Schooling by Parental Education	102
A14.7	Social and Emotional Health by Parental Education	103
A14.7	Social and Emotional Health by Parental Education – Continued	104
15.	English Learner Breakdowns	105
A15.1	School Engagement and Supports by English Learner Status	105
A15.1	School Engagement and Supports by English Learner Status – Continued	106
A15.2	School Safety by English Learner Status	107
A15.3	Cyberbullying by English Learner Status	108
A15.4	Substance Use by English Learner Status	108
A15.4	Substance Use by English Learner Status – Continued	109
A15.5	Health Routines by English Learner Status	110
A15.6	Remote Schooling by English Learner Status	111
A15.7	Social and Emotional Health by English Learner Status	112
A15.7	Social and Emotional Health by English Learner Status – Continued	113
16.	Long-Term English Learner (LTEL) Breakdowns	114
A16.1	School Engagement and Supports by English Learner (EL) Program Duration	114
A16.1	School Engagement and Supports by English Learner (EL) Program Duration – Continued	115
A16.2	School Safety by English Learner (EL) Program Duration	116
A16.3	Cyberbullying by English Learner (EL) Program Duration	117
A16.4	Substance Use by English Learner (EL) Program Duration	117
A16.4	Substance Use by English Learner (EL) Program Duration – Continued	118
A16.5	Health Routines by English Learner (EL) Program Duration	119
A16.6	Remote Schooling by English Learner (EL) Program Duration	120
A16.7	Social and Emotional Health by English Learner (EL) Program Duration	121
A16.7	Social and Emotional Health by English Learner (EL) Program Duration – Continued	122

17. Special Education Breakdowns	123
A17.1 School Engagement and Supports by Individualized Education Plan (IEP) Placement	123
A17.1 School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued	124
A17.1 School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued	125
A17.2 School Safety by Individualized Education Plan (IEP) Placement	126
A17.2 School Safety by Individualized Education Plan (IEP) Placement – Continued	127
A17.3 Cyberbullying by Individualized Education Plan (IEP) Placement	127
A17.4 Substance Use by Individualized Education Plan (IEP) Placement	128
A17.4 Substance Use by Individualized Education Plan (IEP) Placement – Continued	129
A17.5 Health Routines by Individualized Education Plan (IEP) Placement	130
A17.6 Remote Schooling by Individualized Education Plan (IEP) Placement	131
A17.7 Social and Emotional Health by Individualized Education Plan (IEP) Placement	132
A17.7 Social and Emotional Health by Individualized Education Plan (IEP) Placement – Continued	133
 18. Living Situation Breakdowns	 134
A18.1 School Engagement and Supports by Living Situation	134
A18.1 School Engagement and Supports by Living Situation – Continued	135
A18.1 School Engagement and Supports by Living Situation – Continued	136
A18.2 School Safety by Living Situation	137
A18.2 School Safety by Living Situation – Continued	138
A18.3 Cyberbullying by Living Situation	138
A18.4 Substance Use by Living Situation	139
A18.4 Substance Use by Living Situation – Continued	140
A18.5 Health Routines by Living Situation	141
A18.6 Remote Schooling by Living Situation	142
A18.7 Social and Emotional Health by Living Situation	143
A18.7 Social and Emotional Health by Living Situation – Continued	144
 B. Behavioral Health Module (Form A)	 145
Alcohol and Other Drugs (AOD)	145
1. Student Sample	145
B.I.1.1 Student Sample for AOD Indicators	145
2. Summary of Key Indicators	146
B.I.2.1 Key Indicators of Alcohol and Other Drug Use	146
3. Alcohol, Tobacco, and Other Drug Consumption Patterns	147
B.I.3.1 Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulants	147
B.I.3.2 Age of Onset – AOD Use	148
B.I.3.3 Age of Onset – Tobacco Use	149
B.I.3.4 Usual Alcohol Consumption Level	149
B.I.3.5 Usual Drug Consumption Level	150
B.I.3.6 Driving Under the Influence Experiences, Lifetime	150

4. Reasons for and Consequences of AOD Consumption	151
B.I.4.1 Reasons for AOD Use, Past 12 Months	151
B.I.4.2 Problems Caused by AOD Use	152
B.I.4.3 Alcohol or Other Drug Use Caused Dependency-Related Experiences	153
B.I.4.4 Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession	154
5. Supports to Reduce AOD Use	155
B.I.5.1 Needed Counseling for Use	155
B.I.5.2 Likelihood of Finding Help at School for Quitting or Reducing Use	155
B.I.5.3 Talked with Parent About AOD Use, Past 12 Months	155
6. Availability	156
B.I.6.1 Sources for Obtaining Alcohol	156
B.I.6.2 Sources for Obtaining Marijuana	157
7. Influences on ATOD Use	158
B.I.7.1 Personal Disapproval of AOD Use	158
B.I.7.2 Parent Disapproval of ATOD Use	159
B.I.7.3 Peer Disapproval of ATOD Use	160
B.I.7.4 Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months	161
B. Behavioral Health Module (Form B)	162
Other Behavioral Health Factors	162
1. Student Sample	162
B.II.1.1 Student Sample on Other Behavioral Health Factors	162
2. Summary of Key Indicators	163
B.II.2.1 Key Indicators of Other Behavioral Health Factors	163
3. Behavioral Health Protective Factors	164
B.II.3.1 Perceived Safety at Home and in Neighborhood	164
B.II.3.2 Emotional Safety at School Scale Questions	165
B.II.3.3 School Co-Regulation Supports Scale Questions	166
B.II.3.4 Home Adult Co-Regulation Supports Scale Questions	167
B.II.3.5 Peer Co-Regulation Supports Scale Questions	168
4. Resilience Assets	169
B.II.4.1 Emotion Regulation Scale Questions	169
5. Student Wellness	170
B.II.5.1 Responses to Trauma Scale Questions	170
B.II.5.1 Responses to Trauma Scale Questions – Continued	171
B.II.5.2 Post-Traumatic Stress (PTS) Profile, Past 30 Days	171
B.II.5.3 Stress Associated Health Symptoms Scale Questions	172
B.II.5.3 Stress Associated Health Symptoms Scale Questions – Continued	173
B.II.5.4 Loneliness Scale Questions	174
B.II.5.5 Body Image	175

B.II.5.6	Weight Management	175
B.II.5.7	Disordered Eating Behavior	176
B.II.5.8	Self-Harm, Past 12 Months	177
6.	Mental Health Supports	178
B.II.6.1	Availability of Mental Health Supports at School, Past Year	178
B.II.6.2	Mental Health Help-Seeking Attitude	178
B.II.6.3	Mental Health Help-Seeking Attitude Toward Peers	179
B.II.6.4	Mental Health Services Usage, Past Year	180
B.II.6.5	Barriers to Using Mental Health Services	181
B.II.6.6	School Promotion of Mental Health Awareness	182
I.	Gender Identity & Sexual Orientation-Based Harassment Module	183
1.	Module Sample	183
I1.1	Student Sample for Gender Identity & Sexual Orientation-Based Harassment Module	183
2.	Perceptions of LGBTQ-Related School Safety	184
I2.1	Student Perceptions of School Safety, LGBTQ-Specific	184
I2.1	Student Perceptions of School Safety, LGBTQ-Specific – Continued	185
3.	Bullying, Negative Attitudes, and Pro-Bullying Beliefs	186
I3.1	Bullying Incidents on School Property During the Past 12 months, LGBTQ-Specific	186
I3.2	Offensive LGBTQ-Related Language Among Peers	187
I3.3	Offensive LGBTQ-Related Language Among Adults	188
4.	Response to Bullying and Supports	189
I4.1	Intervening Behaviors by Peers, LGBTQ-Specific	189
I4.1	Intervening Behaviors by Peers, LGBTQ-Specific – Continued	190
I4.2	Intervening Behaviors by Adults, LGBTQ-Specific	191
I4.3	Student Response to Bullying	192
I4.4	Willingness to Seek Help About LGBTQ-Related Issues at School	193
I4.5	Willingness to Seek Help About LGBTQ-Related Issues Outside of School	194
I4.6	Supports from Adults on Personal Problems	194
5.	School Resources and Policies	195
I5.1	Knowledge of LGBTQ-Specific Resources and Policies at School	195
I5.2	School Policy on Gender & Sex-Based Harassment	196
N.	School Climate Module	197
1.	Module Sample	197
N1.1	Student Sample for School Climate Module	197
2.	Key Indicators of School Climate	198
N2.1	School Climate Scales	198
3.	Student Learning Environment & Academic Engagement	199
N3.1	Student Learning Environment Questions	199

N3.1	Student Learning Environment Questions – Continued	200
N3.1	Student Learning Environment Questions – Continued	201
N3.2	Learning Engagement Climate Questions	202
N3.2	Learning Engagement Climate Questions – Continued	203
N3.3	School Promotes Academic Success	203
4.	Fairness and Respect for Diversity	204
N4.1	Fairness and Respect Scale Questions	204
N4.2	Racial/Ethnic Conflict Scale Questions	205
N4.3	Respect for Diversity Scale Questions	206
N4.4	Restorative Practices	207
5.	Disciplinary Environment	208
N5.1	Clarity of Rules Scale Questions	208
N5.2	Disciplinary Harshness Scale Questions	209
6.	Student Peer Relationships	210
N6.1	Student Peer Relationships Scale Questions	210
7.	Social and Emotional Learning	211
N7.1	Support for Social Emotional Learning Scale Questions	211
N7.1	Support for Social Emotional Learning Scale Questions – Continued	212
8.	School Antibullying Climate	213
N8.1	Antibullying Climate Scale Questions	213
N8.1	Antibullying Climate Scale Questions – Continued	214
9.	School Physical Environment	215
N9.1	Quality of School Facilities Scale Questions	215
N9.2	Classroom Crowding	216
10.	Scheduled Lunch and Drinkable Water	217
N10.1	Time for Lunch Scale Questions	217
N10.2	Clean and Drinkable Water	218
Appendix	219

PREFACE

HYPERLINK FEATURE

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

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

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

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

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

THE SURVEY

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

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

Core Module

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

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

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

Data Workshop

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

Request Additional Reports and Data

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

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

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

Exhibit 1***Major School-Related Domains and Constructs Assessed by CalSCHLS in Secondary Schools***

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

ACKNOWLEDGMENTS

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

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	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	681	570
Final number	341	371
Response Rate	50%	65%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 11
In-school learning only	338	368
Remote learning only	3	3

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness [†]	39	42	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)			A6.4
Academic motivation [†]	52	57	A6.4
School is really boring [±]	52	47	A6.11
School is worthless and a waste of time [±]	18	13	A6.11
Current absenteeism (≥3 times) [¶]	19	18	A6.2
Trouble focusing on schoolwork ^σ	38	40	A6.10
Caring adult relationships [‡]	48	62	A6.4
High expectations [‡]	59	71	A6.4
Meaningful participation [‡]	18	24	A6.4
Facilities upkeep ^σ	15	9	A6.15
Promotion of parental involvement in school [†]	31	33	A6.4
School Safety and Cyberbullying			
School perceived as very safe or safe	36	38	A8.1
Experienced any harassment or bullying [§]	31	22	A8.2
Had mean rumors or lies spread about you [§]	30	25	A8.3
Been afraid of being beaten up [§]	19	11	A8.3
Been in a physical fight [§]	5	7	A8.4
Seen a weapon on campus [§]	27	23	A8.6
Cyberbullying [§]	24	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 [¶]	9	17	A9.5
Current tobacco use [¶]	6	6	A10.8
Current marijuana use [¶]	6	10	A9.5
Current binge drinking [¶]	3	4	A9.5
Very drunk or “high” 7 or more times, ever	4	8	A9.7
Been drunk or “high” on drugs at school, ever	5	6	A9.9
Current cigarette smoking [¶]	1	2	A10.5
Current use of vape products [¶]	7	7	A10.6
Current tobacco vaping [¶]	5	5	A10.6
Current marijuana vaping [¶]	4	5	A10.6
Health Routines			
Eating of breakfast [‡]	54	50	A4.1
Bedtime (at 12 am or later)	24	35	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 [‡]	24	25	A7.5
Experienced chronic sadness/hopelessness [§]	30	27	A7.1
Considered suicide [§]	12	9	A7.2
Optimism [‡]	40	45	A7.3
Life satisfaction [⊖]	59	61	A7.4
	Grade 9	Grade 11	
California Student Wellness Index [∘]	101.3	101.9	NP

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

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

[§]Past 12 months.

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

[∘]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	60	47
Female	39	51
Nonbinary	1	1
Something else	0	1

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

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

Table A3.3

Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	94	95
Yes, I am transgender	3	1
I am not sure if I am transgender	1	1
Decline to respond	3	2

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)	80	80
Lesbian or Gay	4	2
Bisexual	7	8
Something else	1	2
Not sure	4	4
Decline to respond	4	4

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

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

Table A3.5
Race or Ethnicity

	Grade 9 %	Grade 11 %
American Indian or Alaska Native, non-Hispanic	1	1
Asian or Asian American, non-Hispanic	9	9
Black or African American, non-Hispanic	6	10
Hispanic or Latino/a	53	52
Native Hawaiian or Pacific Islander, non-Hispanic	1	1
White, non-Hispanic	15	17
Multiracial, non-Hispanic	9	8
Something else, non-Hispanic	5	2

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	92	94
Other relative’s home	2	2
A home with more than one family	4	3
Friend’s home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	1	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	92	94
Foster home	0	0
Homeless	1	0
Other living arrangement	7	5

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	7	9
Graduated from high school	20	25
Attended college but did not complete four-year degree	15	18
Graduated from college	39	37
Don't know	18	12

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	75	81
Yes	13	14
Don't know	11	5
Prefer not to say	2	1

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

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

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

	Grade 9 %	Grade 11 %
No	84	87
Yes	4	4
Don't know	12	8

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)	2	3
7 years or more (LTEL)	3	1

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

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

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

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

	Grade 9 %	Grade 11 %
English	76	78
Spanish	17	18
Mandarin	0	0
Cantonese	0	0
Taiwanese	0	0
Tagalog	2	2
Vietnamese	0	0
Korean	0	0
Arabic	1	0
Other	4	2

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	78	92
Well	19	6
Not well	1	1
Not at all	1	0
speak English?		
Very well	69	83
Well	23	15
Not well	6	1
Not at all	1	0
read English?		
Very well	68	85
Well	26	12
Not well	5	4
Not at all	1	0
write English?		
Very well	65	81
Well	27	17
Not well	5	3
Not at all	3	0
<i>English Language Proficiency Status</i>		
Proficient	66	85
Not proficient	34	15

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	85	85
1 day	3	6
2 days	3	3
3 days	3	1
4 days	0	2
5 days	6	3

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	93	95
Yes	3	4
Don’t know	4	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	46	50
Yes	54	50

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	2	2
7:00-7:59 pm	1	0
8:00-8:59 pm	3	1
9:00-9:59 pm	12	8
10:00-10:59 pm	34	27
11:00-11:59 pm	24	27
12:00-12:59 am	12	21
After 1:00 am	11	14
<i>Bedtime at 12 am or later</i>	24	35

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	22	22
A's and B's	31	35
Mostly B's	5	8
B's and C's	27	21
Mostly C's	4	6
C's and D's	7	8
Mostly D's	2	1
Mostly F's	2	1

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	39	37
1 day	23	25
2 days	19	20
3 or more days	19	18

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

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

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

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	39	33
Illness (feeling physically sick), including problems with breathing or your teeth	47	45
Were being bullied or mistreated at school	2	1
Felt very sad, hopeless, anxious, stressed, or angry	9	11
Didn't get enough sleep	8	13
Didn't feel safe at school or going to and from school	2	1
Had to take care of or help a family member or friend	5	8
Wanted to spend time with friends	3	3
Used alcohol or drugs	1	1
Were behind in schoolwork or weren't prepared for a test or class assignment	5	9
Were bored or uninterested in school	12	11
Had no transportation to school	5	5
Other reason	15	19

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	42	52	
Caring relationships-adults in school [‡]	48	62	A6.5
High expectations-adults in school [‡]	59	71	A6.6
Meaningful participation at school [‡]	18	24	A6.7
School connectedness [†]	39	42	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>			A6.8
Academic motivation [†]	52	57	A6.9
Promotion of parental involvement in school [†]	31	33	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>	48	62
<i>There is a teacher or some other adult from my school... who really cares about me.</i>		
Not at all true	10	6
A little true	40	29
Pretty much true	33	34
Very much true	17	31
<i>who notices when I’m not there.</i>		
Not at all true	21	16
A little true	41	31
Pretty much true	25	31
Very much true	13	22
<i>who listens to me when I have something to say.</i>		
Not at all true	14	8
A little true	32	25
Pretty much true	34	36
Very much true	20	31

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

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

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

	Grade 9 %	Grade 11 %
High expectations-adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	71
<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	12	8
A little true	33	27
Pretty much true	36	37
Very much true	19	28
<i>who always wants me to do my best.</i>		
Not at all true	7	4
A little true	29	21
Pretty much true	35	39
Very much true	29	36
<i>who believes that I will be a success.</i>		
Not at all true	11	6
A little true	30	21
Pretty much true	31	34
Very much true	27	38

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>	18	24
At school/When I participate in school,...		
I do interesting activities.		
Not at all true	19	25
A little true	44	28
Pretty much true	24	29
Very much true	13	18
I help decide things like class activities or rules.		
Not at all true	62	57
A little true	27	25
Pretty much true	8	14
Very much true	4	3
I do things that make a difference.		
Not at all true	46	35
A little true	36	39
Pretty much true	13	20
Very much true	5	6
I have a say in how things work.		
Not at all true	59	50
A little true	27	33
Pretty much true	10	12
Very much true	5	5
I help decide school activities or rules.		
Not at all true	74	69
A little true	15	20
Pretty much true	7	7
Very much true	4	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>	39	42
School connectedness^ψ (Remote Only)		
<i>Average reporting “Agree” or “Strongly agree”</i>		
I feel close to people at/from this school.		
Strongly disagree	7	5
Disagree	8	8
Neither disagree nor agree	30	32
Agree	46	39
Strongly agree	9	16
I am happy with/to be at this school.		
Strongly disagree	12	10
Disagree	12	10
Neither disagree nor agree	41	47
Agree	31	28
Strongly agree	4	5
I feel like I am part of this school.		
Strongly disagree	10	5
Disagree	15	12
Neither disagree nor agree	43	47
Agree	30	31
Strongly agree	2	4

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	8	4
Disagree	11	10
Neither disagree nor agree	38	35
Agree	35	45
Strongly agree	8	6
I feel safe in my school.		
Strongly disagree	9	7
Disagree	16	13
Neither disagree nor agree	44	44
Agree	29	30
Strongly agree	2	5

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>	52	57
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	3	1
Disagree	4	3
Neither disagree nor agree	25	24
Agree	41	44
Strongly agree	26	28
I try hard on my schoolwork because I am interested in it.		
Strongly disagree	9	8
Disagree	24	21
Neither disagree nor agree	40	38
Agree	21	24
Strongly agree	6	9
I work hard to try to understand new things when doing my schoolwork.		
Strongly disagree	4	3
Disagree	11	10
Neither disagree nor agree	32	33
Agree	40	39
Strongly agree	12	15
I am always trying to do better in my schoolwork.		
Strongly disagree	2	1
Disagree	4	5
Neither disagree nor agree	30	27
Agree	40	43
Strongly agree	23	24

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

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

Table A6.10
Maintaining Focus on Schoolwork

	Grade 9 %	Grade 11 %
It is hard for me to stay focused when doing my schoolwork.		
Strongly disagree	6	6
Disagree	21	20
Neither disagree nor agree	35	34
Agree	23	27
Strongly agree	15	13

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)	9	12
Moderate (4-6)	39	41
High (7-10)	52	47
Value of school		
High (0-3)	53	63
Moderate (4-6)	29	24
Low (7-10)	18	13

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

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

Table A6.12
School Boredom Profile Groups

Value of School	School Boredom	Grade 9 %	Grade 11 %
High Value	Low Boredom	8	11
	Moderate Boredom	26	31
	High Boredom	19	21
Moderate Value	Moderate Boredom	10	8
	High Boredom	18	16
Low Value	High Boredom	15	11

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>	31	33
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	6	4
Disagree	13	12
Neither disagree nor agree	43	45
Agree	33	33
Strongly agree	5	5
Parents feel welcome to participate at this school.		
Strongly disagree	5	4
Disagree	10	11
Neither disagree nor agree	58	56
Agree	25	28
Strongly agree	3	2
School staff take parent concerns seriously.		
Strongly disagree	9	5
Disagree	11	15
Neither disagree nor agree	53	50
Agree	22	25
Strongly agree	4	4

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

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

Table A6.14
Checking Student Well-Being

	Grade 9 %	Grade 11 %
A teacher or some other adult from my school checks on how I am feeling.		
Not at all true	30	19
A little true	34	30
Pretty much true	23	28
Very much true	13	24

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	23	21
Disagree	34	34
Neither disagree nor agree	28	36
Agree	13	8
Strongly agree	2	0

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	70	73
Yes	30	27

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	88	91
Yes	12	9

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>	40	45
Each day I look forward to having a lot of fun.		
Not at all true	22	22
A little true	44	36
Pretty much true	24	28
Very much true	10	13
I usually expect to have a good day.		
Not at all true	19	21
A little true	39	34
Pretty much true	31	29
Very much true	11	16
Overall, I expect more good things to happen to me than bad things.		
Not at all true	24	22
A little true	33	29
Pretty much true	26	30
Very much true	17	19

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 9 %	Grade 11 %
Life satisfaction		
<i>Average reporting “Satisfied” or “Very satisfied”</i>	59	61
<i>I would describe my satisfaction with...</i>		
my family life as...		
Very dissatisfied	5	4
Dissatisfied	5	5
A little dissatisfied	7	9
A little satisfied	11	11
Satisfied	37	32
Very satisfied	36	38
my friendships as...		
Very dissatisfied	2	4
Dissatisfied	2	2
A little dissatisfied	8	9
A little satisfied	18	12
Satisfied	39	39
Very satisfied	31	33
my school experience as...		
Very dissatisfied	9	9
Dissatisfied	9	8
A little dissatisfied	27	19
A little satisfied	28	30
Satisfied	18	27
Very satisfied	9	7

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	6	7
Dissatisfied	8	7
A little dissatisfied	14	11
A little satisfied	25	18
Satisfied	24	30
Very satisfied	23	26
where I live as...		
Very dissatisfied	2	3
Dissatisfied	1	4
A little dissatisfied	7	5
A little satisfied	12	13
Satisfied	38	34
Very satisfied	40	41

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>	24	25
I had a hard time relaxing.		
Not at all true	41	43
A little true	36	30
Pretty much true	14	18
Very much true	10	9
I felt sad and down.		
Not at all true	46	46
A little true	29	27
Pretty much true	13	17
Very much true	11	10
I was easily irritated.		
Not at all true	33	35
A little true	30	26
Pretty much true	17	22
Very much true	20	18
It was hard for me to cope and I thought I would panic.		
Not at all true	64	67
A little true	18	16
Pretty much true	10	9
Very much true	8	8
It was hard for me to get excited about anything.		
Not at all true	59	63
A little true	27	22
Pretty much true	6	9
Very much true	8	6

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	7	6
Safe	29	32
Neither safe nor unsafe	48	48
Unsafe	11	11
Very unsafe	5	3

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

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

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

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	84	91
1 time	6	5
2 or more times	11	5
Religion		
0 times	95	97
1 time	2	1
2 or more times	3	2
Gender		
0 times	94	92
1 time	2	4
2 or more times	4	4
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times	90	93
1 time	5	3
2 or more times	5	5
A physical or mental disability		
0 times	95	95
1 time	2	2
2 or more times	3	2
Any of the above five reasons	24	17
Any of the above five reasons (2 or more times)	19	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	97
1 time	5	1
2 or more times	3	2
Any other reason		
0 times	86	91
1 time	6	4
2 or more times	9	5
<i>Any harassment</i>	31	22

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	18
<i>During the past 12 months, how many times on school property have you...</i>		
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?		
0 times	83	89
1 time	9	7
2 to 3 times	5	2
4 or more times	3	1
been afraid of being beaten up?		
0 times	81	89
1 time	9	6
2 to 3 times	5	3
4 or more times	5	2
<i>During the past 12 months, how many times have you...</i>		
had mean rumors or lies spread about you?		
0 times	70	75
1 time	11	11
2 to 3 times	13	7
4 or more times	6	7
had sexual jokes, comments, or gestures made to you?		
0 times	68	76
1 time	7	5
2 to 3 times	10	7
4 or more times	15	13

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	90
1 time	8	5
2 to 3 times	2	3
4 or more times	2	2
been made fun of because of your looks or the way you talk?		
0 times	64	77
1 time	12	8
2 to 3 times	11	7
4 or more times	14	9
been made fun of, insulted, or called names?		
0 times	65	79
1 time	10	7
2 to 3 times	9	6
4 or more times	15	8
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)	76	79
1 time	11	9
2 to 3 times	10	6
4 or more times	4	6

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

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

Table A8.4

School Violence Perpetration Scale Questions

	Grade 9 %	Grade 11 %
School violence perpetration		
<i>Average reporting “1 or more times”</i>	7	5
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>		
0 times	95	93
1 time	4	4
2 to 3 times	0	2
4 or more times	1	1
<i>been offered, sold, or given an illegal drug?</i>		
0 times	85	87
1 time	7	4
2 to 3 times	4	3
4 or more times	4	6
<i>damaged school property on purpose?</i>		
0 times	93	97
1 time	3	1
2 to 3 times	3	1
4 or more times	1	1
<i>carried a gun?</i>		
0 times	98	100
1 time	1	0
2 to 3 times	0	0
4 or more times	1	0
<i>carried any other weapon (such as a knife or club)?</i>		
0 times	96	97
1 time	2	1
2 to 3 times	1	1
4 or more times	1	2

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

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

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

	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	92	92
1 time	4	4
2 to 3 times	2	2
4 or more times	2	2
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	96	97
1 time	2	1
2 to 3 times	1	2
4 or more times	1	1

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

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

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

	Grade 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	73	77
1 time	15	15
2 to 3 times	7	5
4 or more times	6	3

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	27	34	A9.2
Lifetime marijuana use	14	21	A9.2
Lifetime very drunk or high (7 or more times)	4	8	A9.7
Current alcohol or drug use [¶]	9	17	A9.5
Current marijuana use [¶]	6	10	A9.5
Current heavy drug use [¶]	4	7	A9.5
Current heavy alcohol use (binge drinking) [¶]	3	4	A9.5
Current alcohol or drug use on school property [¶]	4	4	A9.8
Harmfulness of occasional marijuana use ^B	30	35	A9.11
Difficulty of obtaining marijuana ^C	8	6	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	19	25
Marijuana	14	21
Inhalants	4	3
Cocaine, methamphetamine, or any amphetamines	1	0
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”	2	5
Any other drug, pill, or medicine to get “high”	3	3
<i>Any of the above AOD use</i>	27	34

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	81	75
1 time	6	7
2 to 3 times	5	6
4 or more times	8	13
Marijuana (smoke, vape, eat, or drink)		
0 times	86	79
1 time	4	4
2 to 3 times	2	3
4 or more times	8	14
Inhalants		
0 times	96	97
1 time	2	1
2 to 3 times	1	0
4 or more times	2	2
Cocaine, methamphetamine, or any amphetamines		
0 times	99	100
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	0
2 to 3 times	0	1
4 or more times	1	1
Prescription pain medication		
0 times	97	98
1 time	1	0
2 to 3 times	1	0
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	98	95
1 time	1	0
2 to 3 times	0	1
4 or more times	1	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 times	97	97
1 time	1	0
2 to 3 times	1	2
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	91	86
1 time	1	1
2 to 3 times	1	2
4 or more times	6	10
In a vaping device?		
0 times	91	85
1 time	1	2
2 to 3 times	1	2
4 or more times	6	11
Eat or drink it in products made with marijuana?		
0 times	93	86
1 time	3	4
2 to 3 times	2	3
4 or more times	2	7
<i>Ever used marijuana in all three ways</i>	4	9

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)	4	11
Binge drinking (5 or more drinks in a row)	3	4
Marijuana (smoke, vape, eat, or drink)	6	10
Inhalants	1	1
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>	7	11
<i>Heavy drug use</i>	4	7
<i>Any AOD Use</i>	9	17
Two or more substances at the same time	1	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	96	89
1 or 2 days	4	9
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	97	96
1 or 2 days	3	3
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	94	90
1 or 2 days	3	4
3 to 9 days	2	1
10 to 19 days	0	2
20 to 30 days	0	3

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	94	91
1 to 2 times	4	7
3 to 6 times	2	1
7 or more times	0	1
“High” (loaded, stoned, or wasted) from using drugs		
0 times	90	84
1 to 2 times	4	5
3 to 6 times	2	3
7 or more times	4	8
<i>Very drunk or “high” 7 or more times</i>	4	8

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	98	99
1 to 2 days	1	1
3 or more days	0	1
Marijuana (smoke, vape, eat, or drink)		
0 days	97	96
1 to 2 days	1	1
3 or more days	2	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 days	100	99
1 to 2 days	0	1
3 or more days	0	0
<i>Any of the above</i>	4	4

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

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

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

	Grade 9 %	Grade 11 %
0 times	95	94
1 to 2 times	1	2
3 to 6 times	2	1
7 or more times	2	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	94	90
0 times	3	8
1 time	1	1
2 to 3 times	2	1
4 or more times	1	0
Marijuana		
Does not apply, don't use	92	86
0 times	3	8
1 time	1	3
2 to 3 times	1	1
4 or more times	2	1

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	24	34
Moderate	23	24
Slight	21	23
None	32	20
Alcohol - 5 or more drinks once or twice a week		
Great	38	58
Moderate	25	22
Slight	8	3
None	28	17
Marijuana - use occasionally		
Great	30	35
Moderate	25	25
Slight	13	19
None	31	21
Marijuana - use daily		
Great	48	55
Moderate	18	20
Slight	6	7
None	28	18

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

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

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

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	7	5
Fairly difficult	9	7
Fairly easy	18	25
Very easy	22	33
Don't know	43	30
Marijuana		
Very difficult	8	6
Fairly difficult	7	4
Fairly easy	23	24
Very easy	20	35
Don't know	43	30
Prescription drugs to get “high” or for reasons other than prescribed		
Very difficult	8	10
Fairly difficult	9	14
Fairly easy	16	18
Very easy	14	18
Don't know	52	40

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	4	5	A10.2
Current cigarette smoking [¶]	1	2	A10.5
Current cigarette smoking at school [¶]	1	1	A10.9
Ever tried smokeless tobacco	4	4	A10.2
Current smokeless tobacco use [¶]	2	1	A10.5
Current smokeless tobacco use at school [¶]	1	1	A10.9
Ever used vape products	18	21	A10.2
Current use of vape products [¶]	7	7	A10.5
Current tobacco vaping [¶]	5	5	A10.6
Current marijuana vaping [¶]	4	5	A10.6
Current vaping at school [¶]	6	5	A10.9
Lifetime tobacco use	15	18	A10.2
Current tobacco use [¶]	6	6	A10.8
Cessation Attempts			
Tried to quit smoking or vaping tobacco or nicotine	6	5	A10.14
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking ^B	30	37	A10.15
Harmfulness of smoking 1 or more packs/day ^B	50	69	A10.15
Harmfulness of vaping occasionally ^B	33	39	A10.16
Harmfulness of vaping several times a day ^B	59	68	A10.16
Difficulty of obtaining cigarettes ^C	7	6	A10.17
Difficulty of obtaining vape products ^C	4	5	A10.17
Anti-Tobacco Policy			
School bans tobacco use and vaping	62	70	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	96	95
1 time	2	1
2 to 3 times	1	1
4 or more times	2	3
Smokeless tobacco		
0 times	96	96
1 time	1	2
2 to 3 times	1	1
4 or more times	2	2
Vape products		
0 times	82	79
1 time	6	6
2 to 3 times	3	5
4 or more times	9	11
<i>Lifetime tobacco use</i>		
No	85	82
Yes	15	18

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	86	84
1 time	3	4
2 to 3 times	3	3
4 or more times	8	8
Vaped marijuana or THC		
0 times	89	86
1 time	2	3
2 to 3 times	1	1
4 or more times	8	10
Vaped other product		
0 times	94	97
1 time	2	1
2 to 3 times	1	1
4 or more times	3	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	85	83
Vaped tobacco or nicotine only	4	3
Vaped marijuana or THC only	1	1
Vaped tobacco/nicotine and marijuana/THC	10	13

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	2	1
Daily (20 or more days)	0	0
Vape products		
Any	7	7
Daily (20 or more days)	1	3

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	95	95
1 or 2 days	2	1
3 to 9 days	1	1
10 to 19 days	2	1
20 to 30 days	0	2
Vaped marijuana or THC		
0 days	96	95
1 or 2 days	1	0
3 to 9 days	2	1
10 to 19 days	1	1
20 to 30 days	0	2
Vaped other product		
0 days	98	99
1 or 2 days	1	1
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	95	94
Vaped tobacco or nicotine only	1	1
Vaped marijuana or THC only	1	1
Vaped tobacco/nicotine and marijuana/THC	3	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	94	94
Yes	6	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	99	99
1 or 2 days	0	0
3 to 9 days	1	0
10 to 19 days	0	0
20 to 30 days	0	0
Smokeless tobacco		
0 days	99	99
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Vape		
0 days	94	95
1 or 2 days	3	1
3 to 9 days	1	1
10 to 19 days	1	1
20 to 30 days	1	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	97	96
1 or 2 days	2	0
3 to 9 days	1	1
10 to 19 days	1	1
20 to 30 days	0	1
Vaped marijuana or THC		
0 days	97	97
1 or 2 days	1	0
3 to 9 days	1	1
10 to 19 days	1	1
20 to 30 days	0	1
Vaped other product		
0 days	99	99
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0

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

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

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

	Grade 9 %	Grade 11 %
Did not vape tobacco/nicotine or marijuana/THC	95	96
Vaped tobacco or nicotine only	2	1
Vaped marijuana or THC only	1	0
Vaped tobacco/nicotine and marijuana/THC	1	3

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	96	96
Yes	4	4

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	94	94
1 day	1	2
2 days	1	0
3-9 days	1	1
10-19 days	2	1
20-30 days	1	2

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	91	90
0 times	3	5
1 time	3	3
2 to 3 times	2	1
4 or more times	2	2

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	30	37
Moderate	25	28
Slight	19	16
None	27	19
Smoke 1 or more packs of cigarettes each day		
Great	50	69
Moderate	18	9
Slight	4	4
None	28	17

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	33	39
Moderate	27	30
Slight	13	13
None	27	17
Vape tobacco or nicotine several times a day (100 puffs or more)		
Great	59	68
Moderate	11	12
Slight	3	4
None	27	16

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	7	6
Fairly difficult	11	9
Fairly easy	20	27
Very easy	16	20
Don't know	45	38
Vape products		
Very difficult	4	5
Fairly difficult	3	3
Fairly easy	20	20
Very easy	37	46
Don't know	35	26

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	7	8
Yes	62	70
Don't know	31	22

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	97	99
Yes	3	1

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	63	54
Black or African American	30	41
Hispanic or Latino/a	40	40
Native Hawaiian or Pacific Islander		
White	38	39
Multiracial	31	49
Something else	28	
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	73	68
Black or African American	54	62
Hispanic or Latino/a	47	57
Native Hawaiian or Pacific Islander		
White	59	49
Multiracial	56	56
Something else	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	32	25
Black or African American	42	42
Hispanic or Latino/a	51	50
Native Hawaiian or Pacific Islander		
White	54	51
Multiracial	69	47
Something else	53	
School is worthless and a waste of time[±]		
American Indian or Alaska Native		
Asian or Asian American	7	6
Black or African American	32	14
Hispanic or Latino/a	16	11
Native Hawaiian or Pacific Islander		
White	29	21
Multiracial	10	7
Something else	18	
Current absenteeism (≥3 times)[¶]		
American Indian or Alaska Native		
Asian or Asian American	7	9
Black or African American	40	22
Hispanic or Latino/a	20	21
Native Hawaiian or Pacific Islander		
White	10	11
Multiracial	29	13
Something else	6	

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	36	19
Black or African American	47	41
Hispanic or Latino/a	34	36
Native Hawaiian or Pacific Islander		
White	45	62
Multiracial	52	34
Something else	38	
Caring adult relationships[‡]		
American Indian or Alaska Native		
Asian or Asian American	57	61
Black or African American	65	55
Hispanic or Latino/a	46	60
Native Hawaiian or Pacific Islander		
White	47	62
Multiracial	46	67
Something else	40	
High expectations[‡]		
American Indian or Alaska Native		
Asian or Asian American	73	77
Black or African American	65	68
Hispanic or Latino/a	58	70
Native Hawaiian or Pacific Islander		
White	59	62
Multiracial	59	82
Something else	53	

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	15	31
Black or African American	22	26
Hispanic or Latino/a	19	21
Native Hawaiian or Pacific Islander		
White	21	21
Multiracial	10	29
Something else	20	
Facilities upkeep^σ		
American Indian or Alaska Native		
Asian or Asian American	11	3
Black or African American	11	11
Hispanic or Latino/a	18	10
Native Hawaiian or Pacific Islander		
White	13	5
Multiracial	10	7
Something else	20	
Promotion of parental involvement in school[†]		
American Indian or Alaska Native		
Asian or Asian American	49	47
Black or African American	21	35
Hispanic or Latino/a	30	33
Native Hawaiian or Pacific Islander		
White	26	24
Multiracial	32	31
Something else	29	

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	44	48
Black or African American	43	34
Hispanic or Latino/a	37	39
Native Hawaiian or Pacific Islander		
White	38	30
Multiracial	24	47
Something else	20	
Experienced harassment due to five reasons^{^§}		
American Indian or Alaska Native		
Asian or Asian American	23	24
Black or African American	54	15
Hispanic or Latino/a	23	13
Native Hawaiian or Pacific Islander		
White	24	16
Multiracial	25	33
Something else	14	
Experienced any harassment or bullying[§]		
American Indian or Alaska Native		
Asian or Asian American	23	24
Black or African American	54	15
Hispanic or Latino/a	30	18
Native Hawaiian or Pacific Islander		
White	37	25
Multiracial	32	37
Something else	29	

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Had mean rumors or lies spread about you[§]		
American Indian or Alaska Native		
Asian or Asian American	22	17
Black or African American	50	21
Hispanic or Latino/a	33	24
Native Hawaiian or Pacific Islander		
White	28	27
Multiracial	25	43
Something else	27	
Been afraid of being beaten up[§]		
American Indian or Alaska Native		
Asian or Asian American	33	14
Black or African American	31	6
Hispanic or Latino/a	13	10
Native Hawaiian or Pacific Islander		
White	22	10
Multiracial	29	20
Something else	27	
Been in a physical fight[§]		
American Indian or Alaska Native		
Asian or Asian American	0	3
Black or African American	8	15
Hispanic or Latino/a	6	5
Native Hawaiian or Pacific Islander		
White	4	5
Multiracial	4	14
Something else	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	26	10
Black or African American	38	24
Hispanic or Latino/a	25	25
Native Hawaiian or Pacific Islander		
White	37	23
Multiracial	32	27
Something else	13	

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	19	17
Black or African American	54	15
Hispanic or Latino/a	26	18
Native Hawaiian or Pacific Islander		
White	20	27
Multiracial	26	40
Something else	7	

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	3
Black or African American	12	12
Hispanic or Latino/a	12	13
Native Hawaiian or Pacific Islander		
White	2	28
Multiracial	7	30
Something else	7	
Current tobacco use[¶]		
American Indian or Alaska Native		
Asian or Asian American	4	3
Black or African American	12	3
Hispanic or Latino/a	8	3
Native Hawaiian or Pacific Islander		
White	0	11
Multiracial	0	13
Something else	13	
Current marijuana use[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American	6	9
Hispanic or Latino/a	9	7
Native Hawaiian or Pacific Islander		
White	0	20
Multiracial	0	21
Something else	7	

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Current alcohol use[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	3
Black or African American	0	6
Hispanic or Latino/a	6	10
Native Hawaiian or Pacific Islander		
White	0	20
Multiracial	7	13
Something else	7	
Current alcohol use at school[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American	0	3
Hispanic or Latino/a	2	1
Native Hawaiian or Pacific Islander		
White	0	0
Multiracial	0	3
Something else	7	
Current cigarette smoking[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American	6	0
Hispanic or Latino/a	1	2
Native Hawaiian or Pacific Islander		
White	0	7
Multiracial	0	0
Something else	7	

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Current use of vape products[¶]		
American Indian or Alaska Native		
Asian or Asian American	7	6
Black or African American	12	6
Hispanic or Latino/a	9	4
Native Hawaiian or Pacific Islander		
White	0	10
Multiracial	3	17
Something else	14	
Current tobacco vaping[¶]		
American Indian or Alaska Native		
Asian or Asian American	4	3
Black or African American	6	3
Hispanic or Latino/a	6	3
Native Hawaiian or Pacific Islander		
White	0	8
Multiracial	0	13
Something else	14	
Current marijuana vaping[¶]		
American Indian or Alaska Native		
Asian or Asian American	4	0
Black or African American	0	3
Hispanic or Latino/a	5	3
Native Hawaiian or Pacific Islander		
White	0	8
Multiracial	0	13
Something else	14	

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	62	70
Black or African American	53	51
Hispanic or Latino/a	53	46
Native Hawaiian or Pacific Islander		
White	65	52
Multiracial	55	45
Something else	33	
Bedtime (at 12 am or later)		
American Indian or Alaska Native		
Asian or Asian American	31	36
Black or African American	15	41
Hispanic or Latino/a	27	31
Native Hawaiian or Pacific Islander		
White	18	39
Multiracial	19	42
Something else	11	

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	23	21
Black or African American	40	19
Hispanic or Latino/a	22	25
Native Hawaiian or Pacific Islander		
White	23	28
Multiracial	30	31
Something else	21	
Experienced chronic sadness/hopelessness[§]		
American Indian or Alaska Native		
Asian or Asian American	38	14
Black or African American	54	26
Hispanic or Latino/a	28	25
Native Hawaiian or Pacific Islander		
White	17	31
Multiracial	37	38
Something else	29	
Considered suicide[§]		
American Indian or Alaska Native		
Asian or Asian American	23	7
Black or African American	23	3
Hispanic or Latino/a	14	8
Native Hawaiian or Pacific Islander		
White	2	10
Multiracial	15	14
Something else	0	

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	59	59
Black or African American	39	36
Hispanic or Latino/a	40	44
Native Hawaiian or Pacific Islander		
White	32	49
Multiracial	38	49
Something else	17	
Life satisfaction[±]		
American Indian or Alaska Native		
Asian or Asian American	66	66
Black or African American	52	63
Hispanic or Latino/a	60	63
Native Hawaiian or Pacific Islander		
White	60	64
Multiracial	52	53
Something else	51	

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	102.6	104.7
Black or African American	94.4	104.4
Hispanic or Latino/a	102.6	102.3
Native Hawaiian or Pacific Islander		
White	101.5	101.1
Multiracial	97.1	97.6
Something else	99.4	

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	45	45
Female	33	39
Nonbinary		
Something else		
School Connectedness^{†ψ} (<i>Remote Only</i>)		
Male		
Female		
Nonbinary		
Something else		
Academic Motivation[†]		
Male	52	53
Female	53	61
Nonbinary		
Something else		
School is really boring[±]		
Male	60	51
Female	40	43
Nonbinary		
Something else		
School is worthless and a waste of time[±]		
Male	24	18
Female	8	8
Nonbinary		
Something else		

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

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

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

[±] *Rating of 7 or higher.*

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

	Grade 9 %	Grade 11 %
Current absenteeism (≥ 3 times)[¶]		
Male	19	13
Female	18	21
Nonbinary		
Something else		
Trouble focusing on schoolwork^σ		
Male	36	37
Female	42	42
Nonbinary		
Something else		
Caring adult relationships[‡]		
Male	48	58
Female	47	65
Nonbinary		
Something else		
High expectations[‡]		
Male	58	67
Female	60	75
Nonbinary		
Something else		
Meaningful participation[‡]		
Male	19	22
Female	17	24
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	15	9
Female	15	9
Nonbinary		
Something else		
Promotion of parental involvement in school[‡]		
Male	32	36
Female	29	30
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	38	41
Female	33	36
Nonbinary		
Something else		
Experienced harassment due to five reasons^{λ§}		
Male	28	11
Female	19	21
Nonbinary		
Something else		
Experienced any harassment or bullying[§]		
Male	31	18
Female	31	25
Nonbinary		
Something else		
Had mean rumors or lies spread about you[§]		
Male	26	18
Female	36	33
Nonbinary		
Something else		
Been afraid of being beaten up[§]		
Male	22	7
Female	14	14
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	9
Female	3	4
Nonbinary		
Something else		
Seen a weapon on campus[§]		
Male	30	21
Female	25	26
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	21	16
Female	28	26
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	10	15
Female	7	15
Nonbinary		
Something else		
Current tobacco use[¶]		
Male	6	8
Female	5	4
Nonbinary		
Something else		
Current marijuana use[¶]		
Male	7	9
Female	2	9
Nonbinary		
Something else		
Current binge drinking[¶]		
Male	3	4
Female	2	4
Nonbinary		
Something else		
Very drunk or “high” 7 or more times, ever		
Male	4	9
Female	4	5
Nonbinary		
Something else		
Been drunk or “high” on drugs at school, ever		
Male	5	6
Female	6	5
Nonbinary		
Something else		

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 9 %	Grade 11 %
Current alcohol use[¶]		
Male	5	10
Female	4	11
Nonbinary		
Something else		
Current alcohol use at school[¶]		
Male	1	1
Female	3	2
Nonbinary		
Something else		
Current cigarette smoking[¶]		
Male	2	3
Female	0	1
Nonbinary		
Something else		
Current use of vape products[¶]		
Male	6	8
Female	8	6
Nonbinary		
Something else		
Current tobacco vaping[¶]		
Male	4	6
Female	5	4
Nonbinary		
Something else		
Current marijuana vaping[¶]		
Male	5	5
Female	2	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	53	56
Female	55	43
Nonbinary		
Something else		
Bedtime (at 12 am or later)		
Male	24	44
Female	22	27
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	21	16
Female	27	33
Nonbinary		
Something else		
Experienced chronic sadness/hopelessness[§]		
Male	24	19
Female	38	33
Nonbinary		
Something else		
Considered suicide[§]		
Male	13	6
Female	11	11
Nonbinary		
Something else		
Optimism[‡]		
Male	45	50
Female	32	40
Nonbinary		
Something else		
Life satisfaction[‡]		
Male	60	62
Female	57	62
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	102.3	104.6
Female	100.0	99.9
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	30	40
High school graduate	38	33
Some college	36	49
College degree	47	48
Don't know	32	34
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	52	65
High school graduate	50	49
Some college	50	61
College degree	59	61
Don't know	42	48
School is really boring[±]		
Less than high school	57	43
High school graduate	56	56
Some college	59	45
College degree	46	48
Don't know	50	35

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	19	11
High school graduate	20	17
Some college	16	14
College degree	17	9
Don't know	21	12
Current absenteeism (≥3 times)[¶]		
Less than high school	32	16
High school graduate	24	17
Some college	15	19
College degree	19	21
Don't know	8	11
Trouble focusing on schoolwork^σ		
Less than high school	50	33
High school graduate	33	44
Some college	40	43
College degree	39	39
Don't know	35	35
Caring adult relationships[‡]		
Less than high school	42	64
High school graduate	49	55
Some college	40	70
College degree	57	64
Don't know	35	53

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	52	82
High school graduate	58	65
Some college	52	82
College degree	72	71
Don't know	43	58
Meaningful participation[‡]		
Less than high school	21	18
High school graduate	14	24
Some college	19	27
College degree	21	28
Don't know	17	11
Facilities upkeep^σ		
Less than high school	25	14
High school graduate	18	6
Some college	10	10
College degree	13	8
Don't know	17	9
Promotion of parental involvement in school[†]		
Less than high school	27	31
High school graduate	35	31
Some college	28	39
College degree	34	35
Don't know	22	22

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	35	44
High school graduate	37	25
Some college	27	44
College degree	41	44
Don't know	32	38
Experienced harassment due to five reasons^{λ§}		
Less than high school	26	19
High school graduate	19	15
Some college	35	18
College degree	24	20
Don't know	22	8
Experienced any harassment or bullying[§]		
Less than high school	37	27
High school graduate	28	25
Some college	44	23
College degree	28	22
Don't know	28	10
Had mean rumors or lies spread about you[§]		
Less than high school	42	41
High school graduate	27	28
Some college	30	24
College degree	35	25
Don't know	18	12

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Been afraid of being beaten up[§]		
Less than high school	16	7
High school graduate	11	12
Some college	23	15
College degree	20	10
Don't know	27	8
Been in a physical fight[§]		
Less than high school	0	12
High school graduate	8	8
Some college	10	8
College degree	2	4
Don't know	6	5
Seen a weapon on campus[§]		
Less than high school	32	19
High school graduate	30	29
Some college	33	21
College degree	30	21
Don't know	10	21

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	35	22
High school graduate	30	28
Some college	21	26
College degree	26	20
Don't know	14	3

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	14	11
High school graduate	15	21
Some college	16	16
College degree	3	18
Don't know	6	10
Current tobacco use[¶]		
Less than high school	14	0
High school graduate	9	9
Some college	8	3
College degree	4	8
Don't know	0	5
Current marijuana use[¶]		
Less than high school	5	12
High school graduate	11	12
Some college	8	8
College degree	3	11
Don't know	4	8
Current binge drinking[¶]		
Less than high school	10	4
High school graduate	6	6
Some college	2	5
College degree	2	3
Don't know	0	5

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Very drunk or “high” 7 or more times, ever		
Less than high school	10	11
High school graduate	5	12
Some college	4	8
College degree	2	6
Don’t know	5	5
Been drunk or “high” on drugs at school, ever		
Less than high school	19	7
High school graduate	8	8
Some college	4	6
College degree	3	6
Don’t know	2	5
Current alcohol use[¶]		
Less than high school	14	7
High school graduate	6	15
Some college	4	12
College degree	3	10
Don’t know	2	8
Current alcohol use at school[¶]		
Less than high school	10	4
High school graduate	3	0
Some college	0	3
College degree	1	1
Don’t know	0	0

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Current cigarette smoking[¶]		
Less than high school	10	0
High school graduate	0	3
Some college	0	2
College degree	2	1
Don't know	0	5
Current use of vape products[¶]		
Less than high school	14	7
High school graduate	14	10
Some college	6	5
College degree	5	8
Don't know	2	2
Current tobacco vaping[¶]		
Less than high school	10	0
High school graduate	9	9
Some college	6	3
College degree	3	6
Don't know	0	0
Current marijuana vaping[¶]		
Less than high school	5	7
High school graduate	8	9
Some college	4	3
College degree	3	3
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	43	39
High school graduate	44	36
Some college	58	48
College degree	61	59
Don't know	51	68
Bedtime (at 12 am or later)		
Less than high school	32	39
High school graduate	28	38
Some college	13	34
College degree	25	36
Don't know	22	23

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	29	19
High school graduate	24	23
Some college	25	31
College degree	23	29
Don't know	21	15
Experienced chronic sadness/hopelessness[§]		
Less than high school	40	22
High school graduate	27	30
Some college	31	28
College degree	29	29
Don't know	30	15
Considered suicide[§]		
Less than high school	10	7
High school graduate	8	13
Some college	19	11
College degree	13	10
Don't know	12	0
Optimism[‡]		
Less than high school	28	42
High school graduate	44	46
Some college	38	43
College degree	47	49
Don't know	23	41

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Life satisfaction[‡]		
Less than high school	42	58
High school graduate	59	58
Some college	57	61
College degree	65	63
Don't know	55	65
California Student Wellness Index[°]		
Less than high school	95.7	103.3
High school graduate	101.6	101.4
Some college	99.1	99.5
College degree	103.0	102.0
Don't know	101.3	104.8

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	40	43
English learner	36	36
Don't know	34	31
School Connectedness^{†ψ} (<i>Remote Only</i>)		
Not English learner		
English learner		
Don't know		
Academic Motivation[†]		
Not English learner	54	56
English learner	31	55
Don't know	47	60
School is really boring[±]		
Not English learner	52	49
English learner	31	27
Don't know	54	48
School is worthless and a waste of time[±]		
Not English learner	17	13
English learner	31	7
Don't know	22	10
Current absenteeism (≥3 times)[¶]		
Not English learner	20	18
English learner	7	13
Don't know	12	23

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	39	40
English learner	23	21
Don't know	36	45
Caring adult relationships[‡]		
Not English learner	49	62
English learner	26	67
Don't know	43	53
High expectations[‡]		
Not English learner	61	71
English learner	41	87
Don't know	52	57
Meaningful participation[‡]		
Not English learner	18	24
English learner	13	24
Don't know	20	24
Facilities upkeep^σ		
Not English learner	15	9
English learner	9	0
Don't know	19	3
Promotion of parental involvement in school[‡]		
Not English learner	31	34
English learner	33	33
Don't know	24	23

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	34	39
English learner	40	31
Don't know	47	34
Experienced harassment due to five reasons^λ		
Not English learner	24	17
English learner	36	0
Don't know	27	19
Experienced any harassment or bullying[§]		
Not English learner	30	22
English learner	45	8
Don't know	33	23
Had mean rumors or lies spread about you[§]		
Not English learner	30	26
English learner	55	8
Don't know	26	25
Been afraid of being beaten up[§]		
Not English learner	20	11
English learner	20	8
Don't know	13	11
Been in a physical fight[§]		
Not English learner	6	7
English learner	10	0
Don't know	0	7
Seen a weapon on campus[§]		
Not English learner	29	24
English learner	20	15
Don't know	16	15

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	25	21
English learner	27	31
Don't know	20	11

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	9	17
English learner	8	0
Don't know	12	18
Current alcohol or drug use[¶]		
Not English learner	5	6
English learner	8	7
Don't know	9	7
Current marijuana use[¶]		
Not English learner	5	10
English learner	0	0
Don't know	9	14
Current binge drinking[¶]		
Not English learner	3	4
English learner	0	0
Don't know	3	11
Very drunk or "high" 7 or more times, ever		
Not English learner	4	8
English learner	0	0
Don't know	6	11

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	5	6
English learner	0	7
Don’t know	6	7
Current alcohol use[¶]		
Not English learner	4	11
English learner	8	0
Don’t know	3	14
Current alcohol use at school[¶]		
Not English learner	1	1
English learner	0	0
Don’t know	6	0
Current cigarette smoking[¶]		
Not English learner	1	2
English learner	0	0
Don’t know	3	7
Current use of vape products[¶]		
Not English learner	7	7
English learner	8	7
Don’t know	9	7
Current tobacco vaping[¶]		
Not English learner	5	6
English learner	8	7
Don’t know	3	0
Current marijuana vaping[¶]		
Not English learner	4	5
English learner	0	0
Don’t know	6	0

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

[¶]Past 30 days.

Table A15.5
Health Routines by English Learner Status

	Grade 9 %	Grade 11 %
Eating of breakfast[†]		
Not English learner	54	50
English learner	38	47
Don't know	58	58
Bedtime (at 12 am or later)		
Not English learner	25	35
English learner	21	33
Don't know	12	32

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

[†]*Today.*

Table A15.6

Remote Schooling by English Learner Status (Remote Only)

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

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

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

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

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Not English learner	25	25
English learner	13	23
Don't know	15	32
Experienced chronic sadness/hopelessness[§]		
Not English learner	30	27
English learner	9	8
Don't know	35	30
Considered suicide[§]		
Not English learner	13	10
English learner	9	0
Don't know	10	7
Optimism[‡]		
Not English learner	40	47
English learner	27	44
Don't know	39	29
Life satisfaction[⌘]		
Not English learner	60	62
English learner	56	57
Don't know	54	55

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	100.9	101.9
English learner	103.7	104.9
Don't know	103.8	99.4

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	40	43
Less than 7 years (EL)		
7 years or more (LTEL)		
School Connectedness^{†ψ} (<i>Remote Only</i>)		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Academic Motivation[†]		
Not currently in English Learner Program	54	56
Less than 7 years (EL)		
7 years or more (LTEL)		
School is really boring[±]		
Not currently in English Learner Program	52	49
Less than 7 years (EL)		30
7 years or more (LTEL)		
School is worthless and a waste of time[±]		
Not currently in English Learner Program	17	13
Less than 7 years (EL)		10
7 years or more (LTEL)		
Current absenteeism (≥3 times)[¶]		
Not currently in English Learner Program	20	18
Less than 7 years (EL)		10
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	39	40
Less than 7 years (EL)		
7 years or more (LTEL)		
Caring adult relationships[‡]		
Not currently in English Learner Program	49	62
Less than 7 years (EL)		53
7 years or more (LTEL)		
High expectations[‡]		
Not currently in English Learner Program	61	71
Less than 7 years (EL)		80
7 years or more (LTEL)		
Meaningful participation[‡]		
Not currently in English Learner Program	18	24
Less than 7 years (EL)		
7 years or more (LTEL)		
Facilities upkeep^σ		
Not currently in English Learner Program	15	9
Less than 7 years (EL)		0
7 years or more (LTEL)		
Promotion of parental involvement in school[‡]		
Not currently in English Learner Program	31	34
Less than 7 years (EL)		
7 years or more (LTEL)		

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

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

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

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

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Not currently in English Learner Program	34	39
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced harassment due to five reasons^λ		
Not currently in English Learner Program	24	17
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced any harassment or bullying[§]		
Not currently in English Learner Program	30	22
Less than 7 years (EL)		
7 years or more (LTEL)		
Had mean rumors or lies spread about you[§]		
Not currently in English Learner Program	30	26
Less than 7 years (EL)		
7 years or more (LTEL)		
Been afraid of being beaten up[§]		
Not currently in English Learner Program	20	11
Less than 7 years (EL)		
7 years or more (LTEL)		
Been in a physical fight[§]		
Not currently in English Learner Program	6	7
Less than 7 years (EL)		
7 years or more (LTEL)		
Seen a weapon on campus[§]		
Not currently in English Learner Program	29	24
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	25	21
Less than 7 years (EL)		
7 years or more (LTEL)		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Not currently in English Learner Program	9	17
Less than 7 years (EL)		0
7 years or more (LTEL)		
Current tobacco use[¶]		
Not currently in English Learner Program	5	6
Less than 7 years (EL)		10
7 years or more (LTEL)		
Current marijuana use[¶]		
Not currently in English Learner Program	5	10
Less than 7 years (EL)		0
7 years or more (LTEL)		
Current binge drinking[¶]		
Not currently in English Learner Program	3	4
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	4	8
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	5	6
Less than 7 years (EL)		0
7 years or more (LTEL)		
Current alcohol use[¶]		
Not currently in English Learner Program	4	11
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	2
Less than 7 years (EL)		0
7 years or more (LTEL)		
Current use of vape products[¶]		
Not currently in English Learner Program	7	7
Less than 7 years (EL)		10
7 years or more (LTEL)		
Current tobacco vaping[¶]		
Not currently in English Learner Program	5	6
Less than 7 years (EL)		10
7 years or more (LTEL)		
Current marijuana vaping[¶]		
Not currently in English Learner Program	4	5
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	54	50
Less than 7 years (EL)		50
7 years or more (LTEL)		
Bedtime (at 12 am or later)		
Not currently in English Learner Program	25	35
Less than 7 years (EL)		50
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.

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

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

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

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Not currently in English Learner Program	25	25
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced chronic sadness/hopelessness[§]		
Not currently in English Learner Program	30	27
Less than 7 years (EL)		
7 years or more (LTEL)		
Considered suicide[§]		
Not currently in English Learner Program	13	10
Less than 7 years (EL)		
7 years or more (LTEL)		
Optimism[‡]		
Not currently in English Learner Program	40	47
Less than 7 years (EL)		
7 years or more (LTEL)		
Life satisfaction[¶]		
Not currently in English Learner Program	60	62
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	100.9	101.9
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	42	43
IEP	35	34
Don't know	25	40
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	55	59
IEP	49	38
Don't know	43	57
Prefer not to say		
School is really boring[±]		
No IEP	52	46
IEP	50	53
Don't know	59	47
Prefer not to say		
School is worthless and a waste of time[±]		
No IEP	15	12
IEP	25	16
Don't know	29	12
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	20	16
IEP	14	29
Don't know	20	24
Prefer not to say		
Trouble focusing on schoolwork^σ		
No IEP	35	37
IEP	44	53
Don't know	55	47
Prefer not to say		
Caring adult relationships[‡]		
No IEP	48	62
IEP	60	63
Don't know	33	51
Prefer not to say		
High expectations[‡]		
No IEP	60	72
IEP	65	73
Don't know	44	49
Prefer not to say		
Meaningful participation[‡]		
No IEP	19	24
IEP	17	26
Don't know	13	11
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	17	8
IEP	8	10
Don't know	9	14
Prefer not to say		
Promotion of parental involvement in school[†]		
No IEP	31	33
IEP	35	35
Don't know	21	23
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	36	39
IEP	41	33
Don't know	23	40
Prefer not to say		
Experienced harassment due to five reasons^λ		
No IEP	24	16
IEP	24	19
Don't know	34	25
Prefer not to say		
Experienced any harassment or bullying[§]		
No IEP	30	22
IEP	36	20
Don't know	34	25
Prefer not to say		
Had mean rumors or lies spread about you[§]		
No IEP	32	25
IEP	31	27
Don't know	17	24
Prefer not to say		
Been afraid of being beaten up[§]		
No IEP	18	11
IEP	28	14
Don't know	17	0
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	5	6
IEP	11	11
Don't know	3	7
Prefer not to say		
Seen a weapon on campus[§]		
No IEP	29	24
IEP	21	22
Don't know	23	7
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	24	20
IEP	32	25
Don't know	17	18
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	9	16
IEP	10	21
Don't know	12	25
Prefer not to say		
Current tobacco use[¶]		
No IEP	6	6
IEP	3	8
Don't know	6	6
Prefer not to say		
Current marijuana use[¶]		
No IEP	5	9
IEP	5	19
Don't know	9	12
Prefer not to say		
Current binge drinking[¶]		
No IEP	3	4
IEP	3	4
Don't know	3	6
Prefer not to say		
Very drunk or "high" 7 or more times, ever		
No IEP	4	7
IEP	3	12
Don't know	9	12
Prefer not to say		
Been drunk or "high" on drugs at school, ever		
No IEP	6	6
IEP	5	6
Don't know	3	6
Prefer not to say		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Current alcohol use[¶]		
No IEP	3	11
IEP	5	12
Don't know	9	12
Prefer not to say		
Current alcohol use at school[¶]		
No IEP	2	1
IEP	3	4
Don't know	0	0
Prefer not to say		
Current cigarette smoking[¶]		
No IEP	1	2
IEP	0	4
Don't know	3	0
Prefer not to say		
Current use of vape products[¶]		
No IEP	7	7
IEP	8	8
Don't know	9	12
Prefer not to say		
Current tobacco vaping[¶]		
No IEP	6	5
IEP	3	6
Don't know	0	6
Prefer not to say		
Current marijuana vaping[¶]		
No IEP	4	4
IEP	5	6
Don't know	3	6
Prefer not to say		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Eating of breakfast[†]		
No IEP	54	52
IEP	49	43
Don't know	54	53
Prefer not to say		
Bedtime (at 12 am or later)		
No IEP	22	37
IEP	32	24
Don't know	26	24
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	23	24
IEP	26	35
Don't know	28	22
Prefer not to say		
Experienced chronic sadness/hopelessness[§]		
No IEP	28	25
IEP	42	39
Don't know	30	35
Prefer not to say		
Considered suicide[§]		
No IEP	10	9
IEP	18	9
Don't know	21	18
Prefer not to say		
Optimism[‡]		
No IEP	41	50
IEP	43	22
Don't know	26	38
Prefer not to say		
Life satisfaction[‡]		
No IEP	61	63
IEP	57	53
Don't know	47	54
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	101.9	103.0
IEP	99.4	96.1
Don't know	97.3	98.7
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	40	43
Foster home		
Homeless		
Other living arrangement	26	26
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	53	57
Foster home		
Homeless		
Other living arrangement	43	46
School is really boring[±]		
Home with one or more parent or guardian	50	47
Foster home		
Homeless		
Other living arrangement	75	61
School is worthless and a waste of time[±]		
Home with one or more parent or guardian	16	12
Foster home		
Homeless		
Other living arrangement	45	22

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	18	17
Foster home		
Homeless		
Other living arrangement	30	21
Trouble focusing on schoolwork^σ		
Home with one or more parent or guardian	36	39
Foster home		
Homeless		
Other living arrangement	68	47
Caring adult relationships[‡]		
Home with one or more parent or guardian	48	62
Foster home		
Homeless		
Other living arrangement	39	49
High expectations[‡]		
Home with one or more parent or guardian	61	71
Foster home		
Homeless		
Other living arrangement	44	59
Meaningful participation[‡]		
Home with one or more parent or guardian	19	24
Foster home		
Homeless		
Other living arrangement	12	11

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	14	9
Foster home		
Homeless		
Other living arrangement	26	6
Promotion of parental involvement in school[†]		
Home with one or more parent or guardian	31	33
Foster home		
Homeless		
Other living arrangement	23	26

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	36	39
Foster home		
Homeless		
Other living arrangement	25	24
Experienced harassment due to five reasons^λ		
Home with one or more parent or guardian	25	16
Foster home		
Homeless		
Other living arrangement	25	25
Experienced any harassment or bullying[§]		
Home with one or more parent or guardian	32	21
Foster home		
Homeless		
Other living arrangement	25	29
Had mean rumors or lies spread about you[§]		
Home with one or more parent or guardian	29	25
Foster home		
Homeless		
Other living arrangement	56	22
Been afraid of being beaten up[§]		
Home with one or more parent or guardian	20	10
Foster home		
Homeless		
Other living arrangement	6	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	5	5
Foster home		
Homeless		
Other living arrangement	0	28
Seen a weapon on campus[§]		
Home with one or more parent or guardian	27	22
Foster home		
Homeless		
Other living arrangement	33	35

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	24	21
Foster home		
Homeless		
Other living arrangement	25	18

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	8	16
Foster home		
Homeless		
Other living arrangement	28	24
Current tobacco use[¶]		
Home with one or more parent or guardian	6	6
Foster home		
Homeless		
Other living arrangement	11	18
Current marijuana use[¶]		
Home with one or more parent or guardian	5	10
Foster home		
Homeless		
Other living arrangement	17	24
Current binge drinking[¶]		
Home with one or more parent or guardian	2	4
Foster home		
Homeless		
Other living arrangement	17	18
Very drunk or “high” 7 or more times, ever		
Home with one or more parent or guardian	3	7
Foster home		
Homeless		
Other living arrangement	22	24
Been drunk or “high” on drugs at school, ever		
Home with one or more parent or guardian	5	6
Foster home		
Homeless		
Other living arrangement	17	18

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	3	10
Foster home		
Homeless		
Other living arrangement	22	18
Current alcohol use at school[¶]		
Home with one or more parent or guardian	1	1
Foster home		
Homeless		
Other living arrangement	6	0
Current cigarette smoking[¶]		
Home with one or more parent or guardian	1	2
Foster home		
Homeless		
Other living arrangement	6	6
Current use of vape products[¶]		
Home with one or more parent or guardian	7	7
Foster home		
Homeless		
Other living arrangement	17	17
Current tobacco vaping[¶]		
Home with one or more parent or guardian	4	5
Foster home		
Homeless		
Other living arrangement	11	12
Current marijuana vaping[¶]		
Home with one or more parent or guardian	4	4
Foster home		
Homeless		
Other living arrangement	11	12

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	55	50
Foster home		
Homeless		
Other living arrangement	50	42
Bedtime (at 12 am or later)		
Home with one or more parent or guardian	22	35
Foster home		
Homeless		
Other living arrangement	30	37

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

[†]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 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	23	25
Foster home		
Homeless		
Other living arrangement	38	38
Experienced chronic sadness/hopelessness[§]		
Home with one or more parent or guardian	29	26
Foster home		
Homeless		
Other living arrangement	38	47
Considered suicide[§]		
Home with one or more parent or guardian	12	9
Foster home		
Homeless		
Other living arrangement	12	12
Optimism[‡]		
Home with one or more parent or guardian	41	47
Foster home		
Homeless		
Other living arrangement	24	16
Life satisfaction[‡]		
Home with one or more parent or guardian	61	63
Foster home		
Homeless		
Other living arrangement	34	34

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	102.0	102.6
Foster home		
Homeless		
Other living arrangement	90.5	89.2

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	126	176

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	1	3	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	2	2	B.I.3.5
Driving under the influence experiences	12	11	B.I.3.6
Consequences of AOD Consumption			
Caused one or more problems	7	9	B.I.4.2
Caused one or more dependency-related experiences	5	10	B.I.4.3
Supports to Reduce AOD Use			
Very likely to find help at school for quitting or reducing use	19	15	B.I.5.2
Strong Personal Disapproval of AOD Use			
Having one or two drinks of any alcoholic beverage nearly every day	48	54	B.I.7.1
Trying marijuana once or twice	32	25	B.I.7.1
Using marijuana once a month or more	49	38	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	99	100
1 time	0	0
2 to 3 times	1	0
4 or more times	0	0
Tranquilizers or sedatives		
0 times	99	99
1 time	0	0
2 to 3 times	1	0
4 or more times	0	1
Appetite suppressants		
0 times	99	97
1 time	0	1
2 to 3 times	1	1
4 or more times	0	2
Ritalin or Adderall or other prescription stimulant		
0 times	99	98
1 time	0	0
2 to 3 times	1	2
4 or more times	0	0

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

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	77	66
10 years or under	6	4
11-12 years old	7	1
13-14 years old	7	10
15-16 years old	2	16
17 years or older	0	3
Marijuana (smoke, vape, eat, or drink)		
Never	88	76
10 years or under	0	1
11-12 years old	2	1
13-14 years old	9	8
15-16 years old	0	10
17 years or older	1	3
Any other illegal drug or pill to get “high”		
Never	98	97
10 years or under	0	1
11-12 years old	1	0
13-14 years old	1	1
15-16 years old	0	2
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	1
11-12 years old	2	1
13-14 years old	1	0
15-16 years old	0	3
17 years or older	0	0
A vape product such as an e-cigarette, vape pen, or mod		
Never	80	75
10 years or under	1	1
11-12 years old	5	1
13-14 years old	12	10
15-16 years old	1	10
17 years or older	1	2

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	93	80
Just enough to feel it a little	6	11
Enough to feel it moderately	1	6
Until I feel it a lot or get really drunk	1	3

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	96	83
Just enough to feel a little high	1	3
Enough to feel it moderately	2	11
Until I feel it a lot or get really high	2	2

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	88	89
1 time	3	4
2 times	3	2
3 to 6 times	5	2
7 or more times	2	2

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.	76	71
To experiment (try using)	8	6
To get high	5	12
To have a good time with friends	4	16
To fit in with a group you like	0	2
Because of boredom	2	7
To relax	4	13
To get away from problems	3	9
Because of anger or frustration	4	6
To get through the day	2	6
Because it made you feel better	3	9
To seek deeper insights and understanding	2	5
None of the above	15	8

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	76
I've used alcohol or drugs but never had any of these problems	6	15
Have problems with emotions, nerves, or mental health	3	6
Get into trouble or have problems with the police	1	1
Have money problems	1	4
Miss school	2	2
Have problems with schoolwork	2	4
Fight with others	0	1
Damage a friendship	1	2
Physically hurt or injure yourself	1	2
Have unwanted or unprotected sex	0	0
Forget what happened or pass out	1	4
Been suspended from school	1	1
<i>One or more problems</i>	7	9

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	89	80
I use alcohol or drugs but have not experienced any of these things	7	11
Found you had to increase how much you use to have the same effect as before	1	5
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	2	2
Used alcohol or drugs a lot more than you intended	2	2
Used alcohol or drugs when you were alone	2	7
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	2
You didn't feel OK unless you had something to drink or used a drug	2	2
Thought about reducing or stopping use	2	4
Told yourself you were not going to use but found yourself using anyway	2	3
Spoke with someone about reducing or stopping use	2	3
Attended counseling, a program, or group to help you reduce or stop use	0	1
<i>One or more dependency-related experiences</i>	5	10

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	28	27
Likely	29	30
Not likely	16	21
Don't know	27	22

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	93	80
No, but I do use alcohol or other drugs	6	16
Yes, I have felt that I needed help	1	4

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	19	15
Likely	34	39
Not likely	17	19
Don't know	30	27

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

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

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

	Grade 9 %	Grade 11 %
No	63	64
Yes	37	36

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	19	16
At parties	20	35
At concerts or other social events	6	13
At their own home	18	37
From adults at friends' homes	13	22
From friends or another teenager	23	37
Get adults to buy it for them	11	22
Buy it themselves from a store	10	20
At bars, clubs, or gambling casinos	3	2
Other	7	8
Don't know	68	53

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	31
At parties	14	26
At concerts or other social events	7	14
At their own home	14	26
From an adult acquaintance	14	19
From friends or another teenager	22	37
Buy it at a marijuana dispensary	7	19
At bars or clubs	3	1
Other	7	6
Don't know	72	57

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	32	31
Somewhat disapprove	20	15
Strongly disapprove	48	54
Trying marijuana once or twice		
Neither approve nor disapprove	35	58
Somewhat disapprove	33	17
Strongly disapprove	32	25
Using marijuana once a month or more regularly		
Neither approve nor disapprove	30	43
Somewhat disapprove	21	19
Strongly disapprove	49	38

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	77	80
Wrong	12	16
A little wrong	6	2
Not at all wrong	6	2
Smoke tobacco		
Very wrong	79	85
Wrong	9	13
A little wrong	6	1
Not at all wrong	6	1
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	81	81
Wrong	8	15
A little wrong	4	3
Not at all wrong	7	1
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	80	75
Wrong	8	17
A little wrong	6	6
Not at all wrong	6	2
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	85	87
Wrong	6	12
A little wrong	2	0
Not at all wrong	7	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	53	56
Wrong	21	28
A little wrong	15	12
Not at all wrong	10	4
Smoke tobacco		
Very wrong	54	61
Wrong	25	27
A little wrong	10	7
Not at all wrong	11	5
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	54	54
Wrong	23	25
A little wrong	11	12
Not at all wrong	12	9
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	53	51
Wrong	21	25
A little wrong	13	12
Not at all wrong	13	13
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	62	66
Wrong	20	26
A little wrong	11	6
Not at all wrong	7	2

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	52	43
Yes	48	57

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	165	153

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 [†]	42	56	B.II.3.2
School co-regulation supports [†]	43	53	B.II.3.3
Home adult co-regulation supports [†]	65	66	B.II.3.4
Peer co-regulation supports [†]	67	75	B.II.3.5
Resilience Assets			
Emotion regulation ^â	39	45	B.II.4.1
Student Wellness			
Responses to trauma ^{ê¶}	20	15	B.II.5.1
Potential Post-Traumatic Stress [¶]	31	28	B.II.5.2
Stress associated health symptoms [*]	19	17	B.II.5.3
Loneliness ^ê	41	38	B.II.5.4
Self-harm [§]	13	10	B.II.5.8
Fasting for 12 hours or more	40	32	B.II.5.7
Trouble sleeping (daily)	16	11	B.II.5.1
Mental Health Supports			
Wanted to get mental health services [§]	19	22	B.II.6.4
Received mental health services [§]	12	14	B.II.6.4
Barriers to receiving services (3 or more)	28	13	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	65	65
Safe	27	25
Neither safe nor unsafe	7	10
Unsafe	1	0
Very unsafe	0	0
in the neighborhood where you live?		
Very safe	51	54
Safe	34	34
Neither safe nor unsafe	13	11
Unsafe	2	1
Very unsafe	0	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>	42	56
<i>At my school,...</i>		
I feel socially accepted.		
Not at all true	19	9
A little true	35	34
Pretty much true	34	45
Very much true	11	12
I feel that I matter to others.		
Not at all true	17	15
A little true	45	31
Pretty much true	28	41
Very much true	10	13

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>	43	53
<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	22	18
A little true	36	29
Pretty much true	28	29
Very much true	14	24
<i>would be helpful to me if I came to school upset.</i>		
Not at all true	25	20
A little true	30	29
Pretty much true	30	26
Very much true	16	24
<i>makes me feel good about myself.</i>		
Not at all true	24	18
A little true	34	27
Pretty much true	27	33
Very much true	15	23

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>	65	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	14	16
A little true	24	20
Pretty much true	24	23
Very much true	38	41
<i>helps me when I am upset.</i>		
Not at all true	17	14
A little true	17	21
Pretty much true	25	23
Very much true	41	41
<i>makes me feel good about myself.</i>		
Not at all true	15	12
A little true	19	20
Pretty much true	25	26
Very much true	40	42

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>	67	75
<i>I have a friend my age who...</i>		
talks with me about my problems.		
Not at all true	16	13
A little true	20	13
Pretty much true	28	25
Very much true	36	49
helps me when I am upset.		
Not at all true	16	13
A little true	17	13
Pretty much true	30	26
Very much true	37	48
makes me feel good about myself.		
Not at all true	11	10
A little true	20	13
Pretty much true	29	27
Very much true	39	50

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>	39	45
When everybody around you gets angry, how relaxed can you stay?		
Not relaxed at all	17	10
Slightly relaxed	21	27
Somewhat relaxed	29	31
Quite relaxed	25	14
Extremely relaxed	8	18
How often are you able to control your emotions when you need to?		
Almost never	6	3
Once in a while	14	8
Sometimes	26	26
Frequently	33	30
Almost always	21	33
When things go wrong for you, how calm are you able to remain?		
Not calm at all	13	5
Slightly calm	21	21
Somewhat calm	35	33
Quite calm	24	24
Extremely calm	7	16

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	15
During the past 30 days,...		
I got upset easily or got into arguments or physical fights.		
Never	68	65
1-3 times a month	18	20
1-2 times a week	6	7
2-3 times a week	6	4
Almost every day	3	3
I had trouble concentrating or paying attention.		
Never	38	40
1-3 times a month	20	16
1-2 times a week	12	16
2-3 times a week	8	8
Almost every day	21	20
I had trouble feeling happiness or love.		
Never	61	63
1-3 times a month	15	15
1-2 times a week	10	11
2-3 times a week	4	5
Almost every day	10	7

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	50	56
1-3 times a month	16	18
1-2 times a week	11	12
2-3 times a week	12	5
Almost every day	10	10
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.		
Never	46	54
1-3 times a month	22	18
1-2 times a week	9	13
2-3 times a week	7	4
Almost every day	16	11

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	35	36
Mild PTS Symptoms	35	37
Potential PTS	31	28

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>	19	17
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>		
Stomachaches		
Not at all	44	42
A little	19	22
Some	21	21
A lot	8	11
A whole lot	8	4
Headaches		
Not at all	33	37
A little	24	18
Some	24	22
A lot	12	13
A whole lot	7	10
Pains in your lower back		
Not at all	39	45
A little	22	16
Some	14	19
A lot	15	12
A whole lot	10	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	50	54
A little	20	15
Some	11	18
A lot	10	8
A whole lot	9	5
Heart beating too fast (even when you are not exercising)		
Not at all	61	65
A little	12	11
Some	9	11
A lot	12	7
A whole lot	6	5

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>	41	38
How often do you feel lonely?		
Never	31	34
Rarely	21	26
Sometimes	32	25
Often	15	14
How often do you feel that you are no longer close to anyone?		
Never	40	41
Rarely	26	23
Sometimes	17	22
Often	17	14

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	15	13
Dissatisfied	21	18
Neither dissatisfied nor satisfied	30	26
Satisfied	22	28
Very satisfied	12	15

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	44	45
Gain weight	22	17
Stay the same weight	10	21
I am not trying to do anything about my weight	25	17

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	16	18
Yes	84	82
Eat less food, fewer calories, or foods low in fat		
No	30	30
Yes	70	70
Go without eating for 12 hours or more		
No	60	68
Yes	40	32
Take diet pills, powders, or liquids without a doctor's advice		
No	93	96
Yes	7	4
Vomit or take laxatives		
No	94	99
Yes	6	1

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	87	90
1 time	3	2
2 or 3 times	6	4
4 or 5 times	1	3
6 or more times	3	1

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	85	86
Yes	5	6
I don't know	10	8

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?	27	21
talk to your parents or someone else in your family?	54	55
get help from a counselor or therapist?	23	22
talk to your friends?	63	72
be afraid to get help?	21	14
not know what to do?	22	21

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>		
talking to an adult could help them feel better.		
Strongly disagree	16	10
Disagree	30	19
Agree	44	62
Strongly agree	10	9
kids at my school would be nice to them.		
Strongly disagree	23	13
Disagree	36	36
Agree	35	45
Strongly agree	6	6

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	71	70
Yes	19	22
I don't know	10	8
did you get help from a counselor or therapist when you needed it?		
Does not apply, I didn't need help	70	63
No, I didn't get help when I needed it	18	23
Yes, I got help when I needed it	12	14
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]		
Nowhere	0	0
At school (in person, by phone, or online)	50	50
From a counselor or therapist not from my school (in person, by phone, or online)	56	60
Somewhere else	0	15
I don't know	6	5

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	29	18
There isn't anyone I can talk to	14	11
They wouldn't understand	23	12
People would think there's something wrong with me	20	13
My parents might find out	22	11
Other students might find out	14	7
I wouldn't have a way to pay for it	13	7
I wouldn't want to talk to a counselor or therapist	20	21
Other reasons	18	14
Does not apply, none of these things would stop you from talking to a counselor or therapist.	40	40
<i>Three or more barriers</i>	28	13

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	22	23
Disagree	21	21
Agree	43	40
Strongly agree	13	16
People at my school talk openly about mental health.		
Strongly disagree	24	22
Disagree	31	30
Agree	38	39
Strongly agree	7	9
My school encourages students to take care of their mental health.		
Strongly disagree	16	15
Disagree	17	20
Agree	48	51
Strongly agree	18	14

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	681	570
Final number	247	296
Response Rate	36%	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	18	10
Disagree	21	21
Agree	54	62
Strongly agree	7	7
girls who are not as “feminine” as other girls.		
Strongly disagree	14	8
Disagree	14	19
Agree	63	64
Strongly agree	9	9
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).		
Strongly disagree	20	11
Disagree	20	22
Agree	52	58
Strongly agree	7	9
students with LGBTQ parents.		
Strongly disagree	18	10
Disagree	18	20
Agree	54	61
Strongly agree	9	9

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	18	10
Disagree	22	21
Agree	51	60
Strongly agree	9	9
LGBTQ allies (people who are supportive of LGBTQ people).		
Strongly disagree	18	9
Disagree	14	16
Agree	60	66
Strongly agree	8	10

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	90	94
1 time	3	3
2-3 times	3	1
4 or more times	3	1
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls		
0 times	91	93
1 time	3	4
2-3 times	4	2
4 or more times	3	1
Because you have LGBTQ parents or family members or because someone thought they were		
0 times	97	96
1 time	1	2
2-3 times	1	1
4 or more times	1	0
Because you have LGBTQ friends or because someone thought you did		
0 times	92	95
1 time	3	3
2-3 times	3	2
4 or more times	2	0

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	33	35
Rarely	22	21
Sometimes	25	26
Often	20	18
sexual orientation?		
Never	30	24
Rarely	16	18
Sometimes	28	32
Often	27	26
gender identity or expression?		
Never	32	29
Rarely	20	15
Sometimes	25	33
Often	22	24
having LGBTQ parents or family members?		
Never	47	44
Rarely	21	23
Sometimes	18	19
Often	14	14
having LGBTQ friends?		
Never	43	40
Rarely	22	23
Sometimes	20	22
Often	15	15

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	77	82
Rarely	11	10
Sometimes	5	6
Often	7	3
sexual orientation?		
Never	76	83
Rarely	10	10
Sometimes	7	5
Often	7	2
gender identity or expression?		
Never	75	82
Rarely	11	10
Sometimes	7	7
Often	6	2
having LGBTQ parents or family members?		
Never	78	85
Rarely	10	7
Sometimes	6	7
Often	6	2
having LGBTQ friends?		
Never	77	84
Rarely	10	8
Sometimes	6	5
Often	7	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	30	31
Rarely stop	12	15
Sometimes stop	19	19
Often stop	6	5
Not applicable	33	31
<i>sexual orientation?</i>		
Never stop	32	29
Rarely stop	16	18
Sometimes stop	18	19
Often stop	4	6
Not applicable	29	28
<i>gender identity or expression?</i>		
Never stop	33	31
Rarely stop	15	18
Sometimes stop	18	19
Often stop	4	5
Not applicable	30	27

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	31	31
Rarely stop	13	13
Sometimes stop	15	19
Often stop	6	5
Not applicable	35	32
<i>having LGBTQ friends?</i>		
Never stop	31	32
Rarely stop	12	14
Sometimes stop	16	18
Often stop	7	5
Not applicable	33	31

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	26	23
Rarely stop	11	5
Sometimes stop	17	20
Often stop	19	22
Not applicable	27	30
<i>sexual orientation?</i>		
Never stop	25	21
Rarely stop	11	7
Sometimes stop	19	19
Often stop	20	26
Not applicable	26	27
<i>gender identity or expression?</i>		
Never stop	26	21
Rarely stop	11	7
Sometimes stop	18	20
Often stop	19	25
Not applicable	26	28
<i>having LGBTQ parents or family members?</i>		
Never stop	26	23
Rarely stop	10	5
Sometimes stop	16	18
Often stop	16	21
Not applicable	31	34
<i>having LGBTQ friends?</i>		
Never stop	24	23
Rarely stop	11	5
Sometimes stop	18	18
Often stop	17	21
Not applicable	29	33

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	32	27
Disagree	26	29
Agree	36	37
Strongly agree	7	7
If another student was bullying me, I would tell one of the teachers or other staff at school.		
Strongly disagree	30	24
Disagree	20	23
Agree	40	44
Strongly agree	10	9
If I tell a teacher that someone is bullying me, the teacher will do something to help.		
Strongly disagree	26	20
Disagree	22	21
Agree	42	49
Strongly agree	10	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	66	56
A little likely	28	34
Very likely	6	10
a teacher?		
Not at all likely	64	51
A little likely	29	41
Very likely	7	8
a school principal or assistant principal?		
Not at all likely	74	63
A little likely	22	33
Very likely	4	4
other adults at school?		
Not at all likely	74	63
A little likely	23	34
Very likely	3	4
a friend at your school?		
Not at all likely	47	36
A little likely	34	38
Very likely	19	26

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	57	46
A little likely	31	34
Very likely	11	20
your parent or guardian?		
Not at all likely	58	46
A little likely	30	37
Very likely	12	17
a friend's parent or other adult not at school?		
Not at all likely	66	58
A little likely	29	33
Very likely	5	8

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	25	20
Disagree	22	19
Agree	43	47
Strongly agree	10	14

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	52	62
No	8	6
Don't know	39	32
Do you learn about LGBTQ people or issues in your classes at school?		
Yes	10	23
No	50	49
Don't know	40	28
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?		
Yes	13	26
No	34	25
Don't know	53	49

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	35	36
No	15	13
Don't know	49	52
<i>gender identity or expression?</i>		
Yes	33	35
No	17	12
Don't know	50	53

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	681	570
Final number	257	302
Response Rate	38%	53%

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 9 %	Grade 11 %	Table
Student learning environment [†]	36	40	N3.1
Learning engagement climate [†]	14	15	N3.2
Fairness and respect [†]	24	27	N4.1
Racial/Ethnic conflict [†]	16	12	N4.2
Respect for diversity [†]	34	37	N4.3
Clarity of rules [†]	37	41	N5.1
Disciplinary harshness [†]	23	12	N5.2
Student peer relationships [†]	28	29	N6.1
Support for social emotional learning [†]	29	29	N7.1
Antibullying climate [†]	21	25	N8.1
Quality of school facilities [†]	18	13	N9.1
Time for lunch [†]	32	33	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>	36	40
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.		
Strongly disagree	14	10
Disagree	7	11
Neither disagree nor agree	38	31
Agree	28	38
Strongly agree	12	10
My teachers work hard to help me with my schoolwork when I need it.		
Strongly disagree	14	9
Disagree	8	10
Neither disagree nor agree	34	36
Agree	36	37
Strongly agree	9	7
Teachers show how classroom lessons are helpful to students in real life.		
Strongly disagree	19	13
Disagree	17	21
Neither disagree nor agree	37	38
Agree	20	22
Strongly agree	8	6

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	11	8
Disagree	9	8
Neither disagree nor agree	38	32
Agree	33	39
Strongly agree	8	12
Teachers go out of their way to help students.		
Strongly disagree	12	11
Disagree	14	12
Neither disagree nor agree	38	38
Agree	28	32
Strongly agree	8	7
Teachers help students catch up when they return from an absence.		
Strongly disagree	18	13
Disagree	18	17
Neither disagree nor agree	31	41
Agree	26	23
Strongly agree	7	5
My teachers give me useful feedback on my work.		
Strongly disagree	14	9
Disagree	14	14
Neither disagree nor agree	37	38
Agree	27	33
Strongly agree	7	6

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	14	11
Disagree	14	14
Neither disagree nor agree	44	43
Agree	22	28
Strongly agree	6	4

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>	14	15
Students at this school are motivated to learn.		
Strongly disagree	25	19
Disagree	25	27
Neither disagree nor agree	39	44
Agree	10	8
Strongly agree	2	2
Students pay attention in class.		
Strongly disagree	19	12
Disagree	20	21
Neither disagree nor agree	48	51
Agree	12	15
Strongly agree	1	1
Students try their best in school.		
Strongly disagree	18	10
Disagree	16	16
Neither disagree nor agree	50	57
Agree	14	16
Strongly agree	2	1

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	17	10
Disagree	16	17
Neither disagree nor agree	52	59
Agree	15	13
Strongly agree	1	2
Students usually follow the rules at school.^o		
Strongly disagree	20	12
Disagree	17	14
Neither disagree nor agree	47	55
Agree	16	17
Strongly agree	1	2

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	15	7
Disagree	10	8
Neither disagree nor agree	41	44
Agree	28	34
Strongly agree	7	8

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>	24	27
Adults at this school treat all students with respect.		
Strongly disagree	15	11
Disagree	14	14
Neither disagree nor agree	42	48
Agree	22	23
Strongly agree	6	4
Students treat teachers with respect.		
Strongly disagree	26	21
Disagree	17	22
Neither disagree nor agree	43	41
Agree	10	14
Strongly agree	4	2
The school rules are fair.		
Strongly disagree	12	9
Disagree	10	7
Neither disagree nor agree	45	48
Agree	26	33
Strongly agree	6	3
All students are treated fairly when they break school rules.		
Strongly disagree	19	11
Disagree	16	11
Neither disagree nor agree	43	49
Agree	17	25
Strongly agree	5	3

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>	16	12
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.		
Strongly disagree	32	28
Disagree	22	22
Neither disagree nor agree	33	40
Agree	10	6
Strongly agree	3	4
There is a lot of tension in this school between people of different cultures, races, or ethnicities.		
Strongly disagree	20	20
Disagree	16	14
Neither disagree nor agree	45	51
Agree	15	12
Strongly agree	5	3

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>	34	37
Students in this school respect each other’s differences.		
Strongly disagree	20	13
Disagree	11	13
Neither disagree nor agree	47	52
Agree	18	17
Strongly agree	4	5
Adults/teachers in this school respect differences in students.		
Strongly disagree	12	7
Disagree	8	4
Neither disagree nor agree	38	40
Agree	32	36
Strongly agree	10	14
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	15	7
Disagree	5	4
Neither disagree nor agree	40	50
Agree	32	30
Strongly agree	8	10

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	20	9
Disagree	11	9
Neither disagree nor agree	48	61
Agree	17	17
Strongly agree	5	4

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>	37	41
This school clearly informs students what would happen if they break school rules.		
Strongly disagree	13	10
Disagree	10	8
Neither disagree nor agree	40	39
Agree	26	35
Strongly agree	11	8
Rules in this school are made clear to students.		
Strongly disagree	10	8
Disagree	12	9
Neither disagree nor agree	42	44
Agree	27	35
Strongly agree	9	4
This school makes it clear how students are expected to act.		
Strongly disagree	10	7
Disagree	11	8
Neither disagree nor agree	43	45
Agree	25	34
Strongly agree	11	6

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>	23	12
The rules in this school are too strict.		
Strongly disagree	14	13
Disagree	24	29
Neither disagree nor agree	46	52
Agree	10	5
Strongly agree	6	2
It is easy for students to get kicked out of class or get suspended.		
Strongly disagree	13	15
Disagree	12	19
Neither disagree nor agree	45	51
Agree	21	12
Strongly agree	8	2
Students get in trouble for breaking small rules.		
Strongly disagree	13	13
Disagree	14	19
Neither disagree nor agree	48	53
Agree	18	13
Strongly agree	7	2

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>	28	29
Students enjoy doing things with each other during school activities.		
Strongly disagree	15	9
Disagree	10	9
Neither disagree nor agree	37	42
Agree	34	33
Strongly agree	5	6
Students care about each other.		
Strongly disagree	16	9
Disagree	12	12
Neither disagree nor agree	38	46
Agree	31	30
Strongly agree	3	3
Students treat each other with respect.		
Strongly disagree	17	10
Disagree	20	18
Neither disagree nor agree	47	52
Agree	15	18
Strongly agree	2	2
Students get along well with each other.		
Strongly disagree	14	9
Disagree	16	13
Neither disagree nor agree	48	53
Agree	19	22
Strongly agree	3	2

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>	29	29
This school encourages students to feel responsible for how they act.		
Strongly disagree	14	8
Disagree	11	11
Neither disagree nor agree	42	47
Agree	28	31
Strongly agree	5	4
This school encourages students to understand how others think and feel.		
Strongly disagree	15	10
Disagree	13	11
Neither disagree nor agree	45	48
Agree	23	28
Strongly agree	4	3
Students are taught that they can control their own behavior.		
Strongly disagree	15	9
Disagree	11	11
Neither disagree nor agree	46	52
Agree	23	26
Strongly agree	4	3

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	17	9
Disagree	13	14
Neither disagree nor agree	47	55
Agree	21	18
Strongly agree	2	3
This school encourages students to care about how others feel.		
Strongly disagree	15	8
Disagree	11	11
Neither disagree nor agree	48	55
Agree	23	23
Strongly agree	4	3
Teachers here make it clear to students that bullying is not tolerated.		
Strongly disagree	17	8
Disagree	8	8
Neither disagree nor agree	40	49
Agree	26	29
Strongly agree	9	6

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>	21	25
If another student was bullying me, I would tell one of the teachers or staff at school.		
Strongly disagree	20	12
Disagree	13	12
Neither disagree nor agree	41	47
Agree	19	23
Strongly agree	7	6
Students tell teachers when other students are being bullied.		
Strongly disagree	24	14
Disagree	15	17
Neither disagree nor agree	46	52
Agree	10	15
Strongly agree	5	2
If I tell a teacher that someone is bullying me, the teacher will do something to help.		
Strongly disagree	15	7
Disagree	9	7
Neither disagree nor agree	45	47
Agree	25	30
Strongly agree	6	8

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	21	16
Disagree	20	19
Neither disagree nor agree	45	50
Agree	11	11
Strongly agree	2	4

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>	18	13
My school is usually clean and tidy.		
Strongly disagree	22	21
Disagree	34	34
Neither disagree nor agree	28	37
Agree	14	8
Strongly agree	2	0
The schoolyard and buildings are clean and in good condition.		
Strongly disagree	23	14
Disagree	16	23
Neither disagree nor agree	38	47
Agree	19	13
Strongly agree	3	3
The school grounds are kept clean.		
Strongly disagree	24	14
Disagree	18	24
Neither disagree nor agree	41	48
Agree	15	13
Strongly agree	2	1

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	13	12
Disagree	21	29
Neither disagree nor agree	48	49
Agree	13	8
Strongly agree	5	3

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>	32	33
I eat my lunch at the right time of day.		
Strongly disagree	13	11
Disagree	7	8
Neither disagree nor agree	43	46
Agree	31	29
Strongly agree	6	7
I have plenty of time to eat my lunch.		
Strongly disagree	23	11
Disagree	18	20
Neither disagree nor agree	33	39
Agree	21	27
Strongly agree	5	3

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	15	9
Disagree	12	9
Neither disagree nor agree	43	47
Agree	23	29
Strongly agree	6	6

*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									Students indicated school was very boring, and valued it at a very low level
10 Agree												

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