CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Henry M. Gunn High
Secondary
2025–2026
Main Report

California Department of EDUCATION

WestEd
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Contents

Page

List of Tables . . . . . **II**

PREFACE . . . . . **VII**

Survey Module Administration **1**

A. Core Module Results **2**

1. Survey Sample 2
2. Summary of Key Indicators 3
3. Demographics 6
4. Health Routines 13
5. Remote Schooling 14
6. School Performance, Engagement, and Supports 16
7. Social and Emotional Health 29
8. School Violence, Victimization, and Safety 34
9. Alcohol and Other Drug Use 41
10. Use of Tobacco and Vaping Devices 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

Z. Palo Alto Unified Custom Questions **145**

1. Module Sample 145
2. Custom Questions 146

Appendix **155**

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

Z. Palo Alto Unified Custom Questions **145**

1. Module Sample **145**
Z1.1 Student Sample for Custom Questions 145

2. Custom Questions **146**

Appendix **155**

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 2025–26 *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. 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 data dashboard that displays up to 10 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 and Mental Health Reports

In addition to this school-level report with all the survey results, two 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)

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, email CalSCHLS at 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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module (RYDM)	
M. Safety & Violence Module	
N. School Climate Module (SCM)	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	
Z. Custom Questions	X

Core Module Results

1. Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	424	374
Final number	224	209
Response Rate	53%	56%

Table A1.2
Number of Respondents by Instructional Model

	Grade 9	Grade 11
In-school learning only	222	209
Remote learning only	2	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness†	78	72	A6.4
School connectedness†ψ ***(Remote Only)***			A6.4
Academic motivation†	74	75	A6.4
School is really boring±	24	25	A6.11
School is worthless and a waste of time±	5	8	A6.11
Current absenteeism (≥3 times)¶	10	14	A6.2
Trouble focusing on schoolwork$^{\sigma}$	40	40	A6.10
Caring adult relationships‡	79	81	A6.4
High expectations‡	88	85	A6.4
Meaningful participation‡	47	38	A6.4
Facilities upkeep$^{\sigma}$	69	66	A6.15
Promotion of parental involvement in school†	57	56	A6.4
School Safety and Cyberbullying			
School perceived as very safe or safe	88	83	A8.1
Experienced any harassment or bullying§	25	21	A8.2
Had mean rumors or lies spread about you§	20	18	A8.3
Been afraid of being beaten up§	8	3	A8.3
Been in a physical fight§	3	1	A8.4
Seen a weapon on campus§	1	2	A8.6
Cyberbullying§	13	12	A8.3

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

†*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

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

±*Rating of 7 or higher.*

¶*Past 30 days.*

$^{\sigma}$*Percent of respondents reporting "Agree" or "Strongly agree."*

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

§*Past 12 months.*

Table A2.2

Key Indicators of Substance Use, Health Routines, and Remote Schooling

	Grade 9 %	Grade 11 %	Table
Substance Use			
Current alcohol or drug use[¶]	2	5	A9.5
Current tobacco use[¶]	1	1	A10.8
Current marijuana use[¶]	1	1	A9.5
Current binge drinking[¶]	0	1	A9.5
Very drunk or "high" 7 or more times, ever	0	1	A9.7
Been drunk or "high" on drugs at school, ever	0	1	A9.9
Current cigarette smoking[¶]	0	0	A10.5
Current use of vape products[¶]	1	1	A10.6
Current tobacco vaping[¶]	1	1	A10.6
Current marijuana vaping[¶]	1	1	A10.6
Health Routines			
Eating of breakfast[|]	79	74	A4.1
Bedtime (at 12 am or later)	19	48	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[σ δ]			A5.3
Meaningful opportunities[θδ]			A5.2

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

[¶] *Past 30 days.*

[|] *Today.*

[δ] *Remote only.*

[|] *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 A2.3

Key Indicators of Student Well-Being

	Grade 9 %	Grade 11 %	Table
Social and Emotional Health			
Social emotional distress‡	16	22	A7.5
Experienced chronic sadness/hopelessness§	13	24	A7.1
Considered suicide§	7	9	A7.2
Optimism‡	60	58	A7.3
Life satisfaction∓	76	67	A7.4
	Grade 9	Grade 11	
California Student Wellness Indexõ	106.9	103.4	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.

õTo 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	100
Remote Learning Model	1	0

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	45	49
Female	50	48
Nonbinary	2	1
Something else	2	3

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	92	92
Yes, I am transgender	1	2
I am not sure if I am transgender	3	1
Decline to respond	4	4

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Sexual Orientation

	Grade 9 %	Grade 11 %
Heterosexual (straight)	79	73
Lesbian or Gay	3	5
Bisexual	5	8
Something else	1	1
Not sure	5	4
Decline to respond	6	9

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	0	0
Asian or Asian American, non-Hispanic	52	45
Black or African American, non-Hispanic	0	1
Hispanic or Latino/a	11	11
Native Hawaiian or Pacific Islander, non-Hispanic	0	0
White, non-Hispanic	21	24
Multiracial, non-Hispanic	14	14
Something else, non-Hispanic	2	5

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latino/a... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Living Arrangements and Housing Status

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	99	98
Other relative's home	0	0
A home with more than one family	0	1
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	1
Other living arrangement	1	1

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	99	98
Foster home	0	0
Homeless	0	1
Other living arrangement	1	2

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	5	4
Graduated from high school	2	3
Attended college but did not complete four-year degree	1	2
Graduated from college	90	89
Don't know	2	3

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	86	86
Yes	11	9
Don't know	2	5
Prefer not to say	1	0

Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?
Note: Cells are empty if there are less than 10 respondents.

Table A3.10
English Learner Program Designation

	Grade 9 %	Grade 11 %
No	96	94
Yes	3	4
Don't know	1	2

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	97	96
Less than 7 years (EL)	2	3
7 years or more (LTEL)	0	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	58	55
Spanish	4	5
Mandarin	11	15
Cantonese	1	1
Taiwanese	0	1
Tagalog	0	2
Vietnamese	0	0
Korean	3	5
Arabic	0	1
Other	21	18

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 %
How well do you...		
understand English?		
Very well	88	82
Well	10	13
Not well	2	1
Not at all	0	3
speak English?		
Very well	80	77
Well	17	17
Not well	3	2
Not at all	0	3
read English?		
Very well	77	74
Well	19	18
Not well	3	5
Not at all	0	3
write English?		
Very well	72	74
Well	23	20
Not well	5	2
Not at all	0	3
English Language Proficiency Status		
Proficient	76	72
Not proficient	24	28

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.14
Number of Days Attending Afterschool Program

	Grade 9 %	Grade 11 %
I do not attend my school's afterschool program	85	88
1 day	0	1
2 days	0	2
3 days	2	1
4 days	2	3
5 days	10	6

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	98	96
Yes	0	1
Don't know	1	3

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	21	26
Yes	79	74

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	0	0
7:00-7:59 pm	0	0
8:00-8:59 pm	2	2
9:00-9:59 pm	8	5
10:00-10:59 pm	33	17
11:00-11:59 pm	38	28
12:00-12:59 am	10	19
After 1:00 am	9	29
Bedtime at 12 am or later	19	48

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	70	64
A's and B's	25	28
Mostly B's	1	5
B's and C's	2	1
Mostly C's	1	0
C's and D's	0	1
Mostly D's	0	1
Mostly F's	0	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	63	51
1 day	20	19
2 days	7	15
3 or more days	10	14

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	58	46
Illness (feeling physically sick), including problems with breathing or your teeth	31	43
Were being bullied or mistreated at school	1	1
Felt very sad, hopeless, anxious, stressed, or angry	3	7
Didn't get enough sleep	3	8
Didn't feel safe at school or going to and from school	0	1
Had to take care of or help a family member or friend	0	3
Wanted to spend time with friends	1	3
Used alcohol or drugs	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	1	7
Were bored or uninterested in school	2	6
Had no transportation to school	0	1
Other reason	13	13

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	72	68	
Caring relationships-adults in school‡	79	81	A6.5
High expectations-adults in school‡	88	85	A6.6
Meaningful participation at school‡	47	38	A6.7
School connectedness†	78	72	A6.8
School connectedness†ψ ***(Remote Only)***			A6.8
Academic motivation†	74	75	A6.9
Promotion of parental involvement in school†	57	56	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		
Average reporting "Pretty much true" or "Very much true"	79	81
There is a teacher or some other adult from my school...		
who really cares about me.		
Not at all true	3	1
A little true	17	15
Pretty much true	49	55
Very much true	31	29
who notices when I'm not there.		
Not at all true	4	6
A little true	24	21
Pretty much true	39	45
Very much true	32	28
who listens to me when I have something to say.		
Not at all true	4	1
A little true	8	14
Pretty much true	44	44
Very much true	42	41

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		
Average reporting "Pretty much true" or "Very much true"	88	85
There is a teacher or some other adult from my school...		
who tells me when I do a good job.		
Not at all true	2	3
A little true	9	14
Pretty much true	50	48
Very much true	38	36
who always wants me to do my best.		
Not at all true	3	1
A little true	8	9
Pretty much true	45	49
Very much true	45	40
who believes that I will be a success.		
Not at all true	4	3
A little true	10	14
Pretty much true	44	48
Very much true	42	34

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		
Average reporting "Pretty much true" or "Very much true"	47	38
At school/When I participate in school,...		
I do interesting activities.		
Not at all true	2	3
A little true	21	21
Pretty much true	48	50
Very much true	29	26
I help decide things like class activities or rules.		
Not at all true	22	34
A little true	40	38
Pretty much true	28	16
Very much true	10	12
I do things that make a difference.		
Not at all true	16	16
A little true	33	48
Pretty much true	38	24
Very much true	13	13
I have a say in how things work.		
Not at all true	20	22
A little true	36	47
Pretty much true	36	19
Very much true	8	12
I help decide school activities or rules.		
Not at all true	41	51
A little true	33	31
Pretty much true	19	8
Very much true	7	9

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		
Average reporting "Agree" or "Strongly agree"	78	72
School connectedness[ψ] ***(Remote Only)***		
Average reporting "Agree" or "Strongly agree"		
I feel close to people at/from this school.		
Strongly disagree	0	1
Disagree	5	7
Neither disagree nor agree	11	15
Agree	50	53
Strongly agree	33	24
I am happy with/to be at this school.		
Strongly disagree	3	3
Disagree	8	7
Neither disagree nor agree	14	26
Agree	48	46
Strongly agree	26	18
I feel like I am part of this school.		
Strongly disagree	2	3
Disagree	6	7
Neither disagree nor agree	16	27
Agree	50	48
Strongly agree	25	15

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

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

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 9 %	Grade 11 %
The teachers at this school treat students fairly/The teachers treat students fairly.		
Strongly disagree	1	2
Disagree	4	2
Neither disagree nor agree	19	17
Agree	49	60
Strongly agree	27	19
I feel safe in my school.		
Strongly disagree	0	1
Disagree	2	3
Neither disagree nor agree	14	17
Agree	51	50
Strongly agree	32	29

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		
Average reporting "Agree" or "Strongly agree"	74	75
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	0	1
Disagree	4	0
Neither disagree nor agree	10	12
Agree	44	49
Strongly agree	42	38
I try hard on my schoolwork because I am interested in it.		
Strongly disagree	1	4
Disagree	14	12
Neither disagree nor agree	31	28
Agree	31	39
Strongly agree	22	17
I work hard to try to understand new things when doing my schoolwork.		
Strongly disagree	0	2
Disagree	3	2
Neither disagree nor agree	22	18
Agree	46	55
Strongly agree	29	23
I am always trying to do better in my schoolwork.		
Strongly disagree	0	2
Disagree	2	4
Neither disagree nor agree	15	14
Agree	47	56
Strongly agree	36	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	9	5
Disagree	29	28
Neither disagree nor agree	22	27
Agree	28	27
Strongly agree	12	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)	38	32
Moderate (4-6)	38	43
High (7-10)	24	25
Value of school		
High (0-3)	75	73
Moderate (4-6)	20	19
Low (7-10)	5	8

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree).
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	34	32
	Moderate Boredom	28	33
	High Boredom	13	7
Moderate Value	Moderate Boredom	8	10
	High Boredom	7	10
Low Value	High Boredom	3	7

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		
Average reporting "Agree" or "Strongly agree"	57	56
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	0	3
Disagree	8	10
Neither disagree nor agree	29	30
Agree	45	45
Strongly agree	17	12
Parents feel welcome to participate at this school.		
Strongly disagree	0	1
Disagree	6	10
Neither disagree nor agree	38	32
Agree	40	42
Strongly agree	16	15
School staff take parent concerns seriously.		
Strongly disagree	5	3
Disagree	6	10
Neither disagree nor agree	35	32
Agree	39	39
Strongly agree	15	15

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	4	5
A little true	24	23
Pretty much true	38	48
Very much true	34	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	3	1
Disagree	5	10
Neither disagree nor agree	23	23
Agree	49	52
Strongly agree	20	15

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	87	76
Yes	13	24

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	93	91
Yes	7	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		
Average reporting "Pretty much true" or "Very much true"	60	58
Each day I look forward to having a lot of fun.		
Not at all true	13	7
A little true	30	41
Pretty much true	41	35
Very much true	16	18
I usually expect to have a good day.		
Not at all true	14	10
A little true	27	30
Pretty much true	38	37
Very much true	20	23
Overall, I expect more good things to happen to me than bad things.		
Not at all true	15	8
A little true	20	30
Pretty much true	40	38
Very much true	25	24

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		
Average reporting "Satisfied" or "Very satisfied"	76	67
I would describe my satisfaction with...		
my family life as...		
Very dissatisfied	3	4
Dissatisfied	3	5
A little dissatisfied	5	8
A little satisfied	7	10
Satisfied	33	39
Very satisfied	48	33
my friendships as...		
Very dissatisfied	3	2
Dissatisfied	3	2
A little dissatisfied	4	8
A little satisfied	12	18
Satisfied	38	42
Very satisfied	40	28
my school experience as...		
Very dissatisfied	6	1
Dissatisfied	3	9
A little dissatisfied	11	10
A little satisfied	18	25
Satisfied	42	40
Very satisfied	21	14

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 would describe my satisfaction with...		
myself as...		
Very dissatisfied	7	7
Dissatisfied	6	7
A little dissatisfied	7	12
A little satisfied	14	18
Satisfied	33	35
Very satisfied	33	21
where I live as...		
Very dissatisfied	3	1
Dissatisfied	0	1
A little dissatisfied	2	3
A little satisfied	5	10
Satisfied	33	38
Very satisfied	57	47

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		
Average reporting "Pretty much true" or "Very much true"	16	22
I had a hard time relaxing.		
Not at all true	42	34
A little true	42	39
Pretty much true	14	21
Very much true	2	6
I felt sad and down.		
Not at all true	42	37
A little true	39	41
Pretty much true	13	15
Very much true	6	7
I was easily irritated.		
Not at all true	40	30
A little true	37	39
Pretty much true	15	21
Very much true	8	10
It was hard for me to cope and I thought I would panic.		
Not at all true	74	62
A little true	14	22
Pretty much true	8	10
Very much true	4	5
It was hard for me to get excited about anything.		
Not at all true	72	66
A little true	16	20
Pretty much true	7	8
Very much true	4	5

Question HS A.155-159/MS A.148-152: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.
Note: Cells are empty if there are less than 10 respondents.

8. School Violence, Victimization, and Safety

Table A8.1
Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	33	32
Safe	55	51
Neither safe nor unsafe	11	14
Unsafe	1	2
Very unsafe	0	1

Question HS A.117/MS A.110: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Reasons for Harassment, Past 12 Months

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	91	91
1 time	4	4
2 or more times	4	6
Religion		
0 times	95	96
1 time	3	2
2 or more times	2	2
Gender		
0 times	97	95
1 time	1	4
2 or more times	2	1
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times	96	94
1 time	2	4
2 or more times	2	3
A physical or mental disability		
0 times	96	95
1 time	1	2
2 or more times	3	3
Any of the above five reasons	18	15
Any of the above five reasons (2 or more times)	10	11

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	96	94
1 time	3	4
2 or more times	2	2
Any other reason		
0 times	91	89
1 time	5	6
2 or more times	4	4
Any harassment	25	21

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		
Average reporting "1 or more times"	14	11
During the past 12 months, how many times on school property have you...		
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?		
0 times	93	98
1 time	5	1
2 to 3 times	2	1
4 or more times	1	1
been afraid of being beaten up?		
0 times	92	97
1 time	6	2
2 to 3 times	1	1
4 or more times	1	0
During the past 12 months, how many times have you...		
had mean rumors or lies spread about you?		
0 times	80	82
1 time	12	7
2 to 3 times	5	6
4 or more times	4	6
had sexual jokes, comments, or gestures made to you?		
0 times	83	87
1 time	9	5
2 to 3 times	4	6
4 or more times	4	3

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 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 %
During the past 12 months, how many times on school property have you...		
had your property stolen or deliberately damaged?		
0 times	93	94
1 time	6	5
2 to 3 times	1	1
4 or more times	0	1
been made fun of because of your looks or the way you talk?		
0 times	76	82
1 time	14	9
2 to 3 times	8	6
4 or more times	3	3
been made fun of, insulted, or called names?		
0 times	80	83
1 time	9	6
2 to 3 times	8	7
4 or more times	4	5
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)	87	88
1 time	7	4
2 to 3 times	2	4
4 or more times	4	4

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

Table A8.4
School Violence Perpetration Scale Questions

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

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

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

Table A8.5

Threats and Injuries with Weapons at School, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
been threatened with harm or injury?		
0 times	97	98
1 time	2	2
2 to 3 times	1	0
4 or more times	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	99	99
1 time	0	0
2 to 3 times	1	1
4 or more times	0	0

Question HS A.129, 131/MS A.122, 124: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
seen someone carrying a gun, knife, or other weapon?		
0 times	99	98
1 time	0	1
2 to 3 times	0	1
4 or more times	1	0

Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime alcohol or drug use	9	17	A9.2
Lifetime marijuana use	1	3	A9.2
Lifetime very drunk or high (7 or more times)	0	1	A9.7
Current alcohol or drug use[¶]	2	5	A9.5
Current marijuana use[¶]	1	1	A9.5
Current heavy drug use[¶]	1	1	A9.5
Current heavy alcohol use (binge drinking)[¶]	0	1	A9.5
Current alcohol or drug use on school property[¶]	1	1	A9.8
Harmfulness of occasional marijuana use[B]	48	37	A9.11
Difficulty of obtaining marijuana[C]	23	14	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	5	14
Marijuana	1	3
Inhalants	1	2
Cocaine, methamphetamine, or any amphetamines	0	1
Ecstasy, LSD, or other psychedelics	0	1
Prescription pain medication (opioids)	3	3
Cold/cough medicines or other over-the-counter medicines to get "high"	3	2
Any other drug, pill, or medicine to get "high"	2	2
Any of the above AOD use	9	17

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	95	86
1 time	1	5
2 to 3 times	3	6
4 or more times	1	4
Marijuana (smoke, vape, eat, or drink)		
0 times	99	97
1 time	0	1
2 to 3 times	0	0
4 or more times	1	2
Inhalants		
0 times	99	98
1 time	1	1
2 to 3 times	0	0
4 or more times	0	1
Cocaine, methamphetamine, or any amphetamines		
0 times	100	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	1
Ecstasy, LSD, or other psychedelics		
0 times	100	99
1 time	0	1
2 to 3 times	0	0
4 or more times	0	1
Prescription pain medication		
0 times	97	97
1 time	0	1
2 to 3 times	1	1
4 or more times	2	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	97	98
1 time	0	0
2 to 3 times	1	1
4 or more times	2	2
Any other drug, pill, or medicine to get "high" or for reasons other than medical		
0 times	98	98
1 time	0	1
2 to 3 times	1	0
4 or more times	2	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 %
During your life, how many times have you used marijuana in any of the following ways...		
Smoke it?		
0 times	99	99
1 time	0	0
2 to 3 times	1	0
4 or more times	1	1
In a vaping device?		
0 times	99	99
1 time	0	1
2 to 3 times	0	0
4 or more times	1	1
Eat or drink it in products made with marijuana?		
0 times	99	98
1 time	0	2
2 to 3 times	0	1
4 or more times	1	0
Ever used marijuana in all three ways	1	1

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

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

Table A9.5

Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	1	5
Binge drinking (5 or more drinks in a row)	0	1
Marijuana (smoke, vape, eat, or drink)	1	1
Inhalants	0	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	0	1
Any drug use	1	1
Heavy drug use	1	1
Any AOD Use	2	5
Two or more substances at the same time	0	1

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	99	95
1 or 2 days	1	3
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	0	1
Binge drinking (5 or more drinks in a row)		
0 days	100	99
1 or 2 days	0	1
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	99	99
1 or 2 days	0	1
3 to 9 days	1	0
10 to 19 days	0	0
20 to 30 days	0	0

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	98	98
1 to 2 times	1	2
3 to 6 times	1	0
7 or more times	0	0
"High" (loaded, stoned, or wasted) from using drugs		
0 times	98	97
1 to 2 times	1	2
3 to 6 times	1	1
7 or more times	0	1
Very drunk or "high" 7 or more times	0	1

Question HS A.77, 78/MS A.74, 75: During your life, how many times have you been... very drunk or sick after drinking alcohol?... "high" (loaded, stoned, or wasted) from using drugs?
Note: Cells are empty if there are less than 10 respondents.

Table A9.8

Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol		
0 days	100	99
1 to 2 days	0	1
3 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	100	99
1 to 2 days	0	0
3 or more days	0	1
Any other drug, pill, or medicine to get "high" or for reasons other than medical		
0 days	99	99
1 to 2 days	0	1
3 or more days	1	0
Any of the above	1	1

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	100	99
1 to 2 times	0	1
3 to 6 times	0	0
7 or more times	0	0

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	99	97
0 times	0	2
1 time	1	1
2 to 3 times	1	1
4 or more times	0	0
Marijuana		
Does not apply, don't use	99	98
0 times	0	1
1 time	1	1
2 to 3 times	1	1
4 or more times	0	0

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	36	30
Moderate	24	24
Slight	26	35
None	15	12
Alcohol - 5 or more drinks once or twice a week		
Great	68	65
Moderate	14	23
Slight	5	5
None	13	7
Marijuana - use occasionally		
Great	48	37
Moderate	30	36
Slight	9	18
None	12	9
Marijuana - use daily		
Great	79	77
Moderate	6	14
Slight	2	1
None	13	7

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	18	12
Fairly difficult	8	8
Fairly easy	19	18
Very easy	8	19
Don't know	47	43
Marijuana		
Very difficult	23	14
Fairly difficult	9	11
Fairly easy	8	11
Very easy	8	9
Don't know	52	55
Prescription drugs to get "high" or for reasons other than prescribed		
Very difficult	23	14
Fairly difficult	9	13
Fairly easy	10	10
Very easy	6	6
Don't know	51	57

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	1	1	A10.2
Current cigarette smoking[¶]	0	0	A10.5
Current cigarette smoking at school[¶]	0	1	A10.9
Ever tried smokeless tobacco	0	1	A10.2
Current smokeless tobacco use[¶]	0	0	A10.5
Current smokeless tobacco use at school[¶]	0	1	A10.9
Ever used vape products	2	2	A10.2
Current use of vape products[¶]	1	1	A10.5
Current tobacco vaping[¶]	1	1	A10.6
Current marijuana vaping[¶]	1	1	A10.6
Current vaping at school[¶]	0	1	A10.9
Lifetime tobacco use	1	2	A10.2
Current tobacco use [¶]	1	1	A10.8
Cessation Attempts			
Tried to quit smoking or vaping tobacco or nicotine	1	0	A10.14
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking[B]	40	40	A10.15
Harmfulness of smoking 1 or more packs/day[B]	72	84	A10.15
Harmfulness of vaping occasionally[B]	48	40	A10.16
Harmfulness of vaping several times a day[B]	80	80	A10.16
Difficulty of obtaining cigarettes[C]	20	14	A10.17
Difficulty of obtaining vape products[C]	16	12	A10.17
Anti-Tobacco Policy			
School bans tobacco use and vaping	68	66	A10.18

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

[¶]*Past 30 days.*

[B]*Great harm.*

[C]*Very difficult.*

Table A10.2
Lifetime Tobacco Use and Vaping

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	99	99
1 time	0	1
2 to 3 times	0	0
4 or more times	0	1
Smokeless tobacco		
0 times	100	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	1
Vape products		
0 times	98	98
1 time	1	1
2 to 3 times	0	1
4 or more times	1	1
Lifetime tobacco use		
No	99	98
Yes	1	2

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	99	98
1 time	0	0
2 to 3 times	0	1
4 or more times	1	1
Vaped marijuana or THC		
0 times	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	1	1
Vaped other product		
0 times	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	1	1

Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?... Vape products... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.
Note: Cells are empty if there are less than 10 respondents.

Table A10.4
Ever Vaped Multiple Substances

	Grade 9 %	Grade 11 %
Never vaped tobacco/nicotine or marijuana/THC	99	98
Vaped tobacco or nicotine only	0	1
Vaped marijuana or THC only	0	0
Vaped tobacco/nicotine and marijuana/THC	1	1

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	0	0
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	0	0
Daily (20 or more days)	0	0
Vape products		
Any	1	1
Daily (20 or more days)	0	0

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	99	99
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	1	0
20 to 30 days	0	0
Vaped marijuana or THC		
0 days	99	99
1 or 2 days	0	1
3 to 9 days	0	0
10 to 19 days	1	0
20 to 30 days	0	0
Vaped other product		
0 days	99	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	1	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	99	99
Vaped tobacco or nicotine only	1	0
Vaped marijuana or THC only	0	0
Vaped tobacco/nicotine and marijuana/THC	1	1

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	99	99
Yes	1	1

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

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

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

Table A10.9

Current Cigarette Smoking, Smokeless Tobacco Use, and Vaping on School Property, Past 30 Days

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

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	100	99
1 or 2 days	0	1
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Vaped marijuana or THC		
0 days	100	99
1 or 2 days	0	0
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	0	0
Vaped other product		
0 days	100	99
1 or 2 days	0	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	100	99
Vaped tobacco or nicotine only	0	0
Vaped marijuana or THC only	0	0
Vaped tobacco/nicotine and marijuana/THC	0	1

Question HS A.95, 95A, 95B/MS A.90, 90A, 90B: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?
Note: Cells are empty if there are less than 10 respondents.

Table A10.12

Current Tobacco Use on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
No	100	99
Yes	0	1

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	97	97
1 day	1	1
2 days	1	2
3-9 days	0	1
10-19 days	1	0
20-30 days	0	0

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

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

Table A10.14

Cigarette Smoking and Vaping Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	99	99
0 times	0	1
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0

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	40	40
Moderate	32	38
Slight	14	14
None	13	8
Smoke 1 or more packs of cigarettes each day		
Great	72	84
Moderate	13	6
Slight	3	1
None	12	8

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	48	40
Moderate	30	37
Slight	11	14
None	11	9
Vape tobacco or nicotine several times a day (100 puffs or more)		
Great	80	80
Moderate	5	10
Slight	3	2
None	11	8

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	20	14
Fairly difficult	11	12
Fairly easy	15	15
Very easy	5	10
Don't know	49	49
Vape products		
Very difficult	16	12
Fairly difficult	6	8
Fairly easy	18	19
Very easy	14	16
Don't know	46	44

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	4	3
Yes	68	66
Don't know	28	31

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

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

11. Other Health Risks

Table A11.1
Gang Involvement

	Grade 9 %	Grade 11 %
No	98	99
Yes	2	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	77	76
Black or African American		
Hispanic or Latino/a	80	65
Native Hawaiian or Pacific Islander		
White	79	74
Multiracial	90	70
Something else		54
School Connectedness[†ψ] ***(Remote Only)***		
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	74	82
Black or African American		
Hispanic or Latino/a	70	62
Native Hawaiian or Pacific Islander		
White	83	73
Multiracial	72	71
Something else		60

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	27	23
Black or African American		
Hispanic or Latino/a	27	33
Native Hawaiian or Pacific Islander		
White	17	19
Multiracial	14	24
Something else		40
School is worthless and a waste of time[±]		
American Indian or Alaska Native		
Asian or Asian American	7	9
Black or African American		
Hispanic or Latino/a	14	11
Native Hawaiian or Pacific Islander		
White	0	2
Multiracial	0	0
Something else		30
Current absenteeism (≥3 times)[¶]		
American Indian or Alaska Native		
Asian or Asian American	5	13
Black or African American		
Hispanic or Latino/a	30	9
Native Hawaiian or Pacific Islander		
White	9	16
Multiracial	13	11
Something else		20

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	31	36
Black or African American		
Hispanic or Latino/a	73	24
Native Hawaiian or Pacific Islander		
White	49	52
Multiracial	34	42
Something else		40
Caring adult relationships[‡]		
American Indian or Alaska Native		
Asian or Asian American	79	84
Black or African American		
Hispanic or Latino/a	80	91
Native Hawaiian or Pacific Islander		
White	77	75
Multiracial	85	74
Something else		
High expectations[‡]		
American Indian or Alaska Native		
Asian or Asian American	89	88
Black or African American		
Hispanic or Latino/a	80	83
Native Hawaiian or Pacific Islander		
White	90	85
Multiracial	90	77
Something else		

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Meaningful participation‡		
American Indian or Alaska Native		
Asian or Asian American	49	44
Black or African American		
Hispanic or Latino/a	32	43
Native Hawaiian or Pacific Islander		
White	47	30
Multiracial	53	32
Something else		30
Facilities upkeep$^{\sigma}$		
American Indian or Alaska Native		
Asian or Asian American	66	66
Black or African American		
Hispanic or Latino/a	73	63
Native Hawaiian or Pacific Islander		
White	81	81
Multiracial	69	62
Something else		20
Promotion of parental involvement in school†		
American Indian or Alaska Native		
Asian or Asian American	61	61
Black or African American		
Hispanic or Latino/a	56	59
Native Hawaiian or Pacific Islander		
White	53	59
Multiracial	61	35
Something else		48

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

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

$^{\sigma}$ *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	90	85
Black or African American		
Hispanic or Latino/a	77	76
Native Hawaiian or Pacific Islander		
White	88	92
Multiracial	96	82
Something else		40
Experienced harassment due to five reasons[λ§]		
American Indian or Alaska Native		
Asian or Asian American	17	8
Black or African American		
Hispanic or Latino/a	18	31
Native Hawaiian or Pacific Islander		
White	18	18
Multiracial	23	18
Something else		
Experienced any harassment or bullying[§]		
American Indian or Alaska Native		
Asian or Asian American	22	15
Black or African American		
Hispanic or Latino/a	32	44
Native Hawaiian or Pacific Islander		
White	23	20
Multiracial	35	18
Something else		

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Had mean rumors or lies spread about you[§]		
American Indian or Alaska Native		
Asian or Asian American	19	14
Black or African American		
Hispanic or Latino/a	27	35
Native Hawaiian or Pacific Islander		
White	18	20
Multiracial	24	18
Something else		20
Been afraid of being beaten up[§]		
American Indian or Alaska Native		
Asian or Asian American	7	1
Black or African American		
Hispanic or Latino/a	14	12
Native Hawaiian or Pacific Islander		
White	5	3
Multiracial	8	5
Something else		10
Been in a physical fight[§]		
American Indian or Alaska Native		
Asian or Asian American	2	0
Black or African American		
Hispanic or Latino/a	5	6
Native Hawaiian or Pacific Islander		
White	2	0
Multiracial	5	0
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	1	3
Black or African American		
Hispanic or Latino/a	0	12
Native Hawaiian or Pacific Islander		
White	3	0
Multiracial	0	0
Something else		0

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	9	8
Black or African American		
Hispanic or Latino/a	23	25
Native Hawaiian or Pacific Islander		
White	10	15
Multiracial	19	5
Something else		20

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	2	4
Black or African American		
Hispanic or Latino/a	5	6
Native Hawaiian or Pacific Islander		
White	0	10
Multiracial	0	0
Something else		0
Current tobacco use¶		
American Indian or Alaska Native		
Asian or Asian American	1	0
Black or African American		
Hispanic or Latino/a	5	0
Native Hawaiian or Pacific Islander		
White	0	2
Multiracial	0	0
Something else		0
Current marijuana use¶		
American Indian or Alaska Native		
Asian or Asian American	0	0
Black or African American		
Hispanic or Latino/a	5	6
Native Hawaiian or Pacific Islander		
White	0	2
Multiracial	0	0
Something else		0

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

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

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

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

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

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

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 breakfast[1]		
American Indian or Alaska Native		
Asian or Asian American	77	74
Black or African American		
Hispanic or Latino/a	78	68
Native Hawaiian or Pacific Islander		
White	81	82
Multiracial	83	63
Something else		80
Bedtime (at 12 am or later)		
American Indian or Alaska Native		
Asian or Asian American	19	56
Black or African American		
Hispanic or Latino/a	13	41
Native Hawaiian or Pacific Islander		
White	23	35
Multiracial	17	52
Something else		40

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

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)[ǁ]		
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.*

[ǁ] *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.

[θ] *Percent 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	17	19
Black or African American		
Hispanic or Latino/a	21	29
Native Hawaiian or Pacific Islander		
White	15	22
Multiracial	13	20
Something else		
Experienced chronic sadness/hopelessness[§]		
American Indian or Alaska Native		
Asian or Asian American	14	23
Black or African American		
Hispanic or Latino/a	9	27
Native Hawaiian or Pacific Islander		
White	10	21
Multiracial	12	23
Something else		30
Considered suicide[§]		
American Indian or Alaska Native		
Asian or Asian American	6	12
Black or African American		
Hispanic or Latino/a	9	13
Native Hawaiian or Pacific Islander		
White	8	3
Multiracial	12	9
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	61
Black or African American		
Hispanic or Latino/a	50	67
Native Hawaiian or Pacific Islander		
White	63	54
Multiracial	71	57
Something else		
Life satisfaction∓		
American Indian or Alaska Native		
Asian or Asian American	77	70
Black or African American		
Hispanic or Latino/a	64	63
Native Hawaiian or Pacific Islander		
White	79	65
Multiracial	81	68
Something else		74

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[õ]		
American Indian or Alaska Native		
Asian or Asian American	106.6	104.4
Black or African American		
Hispanic or Latino/a	103.5	99.5
Native Hawaiian or Pacific Islander		
White	107.6	103.5
Multiracial	110.5	104.0
Something else		

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

[õ]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	79	81
Female	80	68
Nonbinary		
Something else		
School Connectedness[†ψ] ***(Remote Only)***		
Male		
Female		
Nonbinary		
Something else		
Academic Motivation[†]		
Male	72	77
Female	79	77
Nonbinary		
Something else		
School is really boring[±]		
Male	27	27
Female	19	21
Nonbinary		
Something else		
School is worthless and a waste of time[±]		
Male	5	8
Female	5	4
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	7	9
Female	11	16
Nonbinary		
Something else		
Trouble focusing on schoolwork[σ]		
Male	41	40
Female	35	40
Nonbinary		
Something else		
Caring adult relationships[‡]		
Male	78	83
Female	81	81
Nonbinary		
Something else		
High expectations[‡]		
Male	87	88
Female	89	86
Nonbinary		
Something else		
Meaningful participation[‡]		
Male	52	44
Female	47	34
Nonbinary		
Something else		

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

[¶]Past 30 days.

[σ]Percent of respondents reporting "Agree" or "Strongly agree."

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

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 9 %	Grade 11 %
Facilities upkeep[σ]		
Male	58	67
Female	81	69
Nonbinary		
Something else		
Promotion of parental involvement in school[†]		
Male	63	65
Female	54	51
Nonbinary		
Something else		

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

[σ] Percent of respondents reporting "Agree" or "Strongly agree."

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

Table A13.2
School Safety by Gender

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Male	89	94
Female	90	79
Nonbinary		
Something else		
Experienced harassment due to five reasons[λ§]		
Male	15	13
Female	20	14
Nonbinary		
Something else		
Experienced any harassment or bullying[§]		
Male	26	19
Female	23	20
Nonbinary		
Something else		
Had mean rumors or lies spread about you[§]		
Male	21	19
Female	21	18
Nonbinary		
Something else		
Been afraid of being beaten up[§]		
Male	10	3
Female	5	2
Nonbinary		
Something else		

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
Male	5	0
Female	1	0
Nonbinary		
Something else		
Seen a weapon on campus[§]		
Male	0	0
Female	2	3
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	14	8
Female	13	14
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	1	4
Female	2	3
Nonbinary		
Something else		
Current tobacco use¶		
Male	1	1
Female	1	0
Nonbinary		
Something else		
Current marijuana use¶		
Male	1	1
Female	0	0
Nonbinary		
Something else		
Current binge drinking¶		
Male	0	1
Female	0	0
Nonbinary		
Something else		
Very drunk or "high" 7 or more times, ever		
Male	0	1
Female	0	0
Nonbinary		
Something else		
Been drunk or "high" on drugs at school, ever		
Male	0	0
Female	0	0
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	0	4
Female	1	3
Nonbinary		
Something else		
Current alcohol use at school¶		
Male	0	0
Female	0	1
Nonbinary		
Something else		
Current cigarette smoking¶		
Male	0	0
Female	0	0
Nonbinary		
Something else		
Current use of vape products¶		
Male	1	1
Female	1	0
Nonbinary		
Something else		
Current tobacco vaping¶		
Male	1	1
Female	1	0
Nonbinary		
Something else		
Current marijuana vaping¶		
Male	1	1
Female	0	0
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	81	76
Female	79	74
Nonbinary		
Something else		
Bedtime (at 12 am or later)		
Male	16	41
Female	21	55
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)[ǀ]		
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.*

[ǀ]*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 A13.7

Social and Emotional Health by Gender

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Male	13	15
Female	18	27
Nonbinary		
Something else		
Experienced chronic sadness/hopelessness§		
Male	8	15
Female	15	31
Nonbinary		
Something else		
Considered suicide§		
Male	5	5
Female	9	11
Nonbinary		
Something else		
Optimism‡		
Male	65	56
Female	61	63
Nonbinary		
Something else		
Life satisfaction∓		
Male	78	73
Female	76	65
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[õ]		
Male	109.3	106.9
Female	105.8	101.3
Nonbinary		
Something else		

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

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

14. Parental Education Breakdowns

Table A14.1
School Engagement and Supports by Parental Education

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Less than high school		
High school graduate		
Some college		
College degree	80	73
Don't know		
School Connectedness[†ψ] ***(Remote Only)***		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
Academic Motivation[†]		
Less than high school		
High school graduate		
Some college		
College degree	76	76
Don't know		
School is really boring[±]		
Less than high school		
High school graduate		
Some college		
College degree	23	24
Don't know		

Notes: Cells are empty if there are less than 10 respondents.
[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
[ψ] *The scale was based on four questions for remote respondents.*

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 9 %	Grade 11 %
School is worthless and a waste of time[±]		
Less than high school		
High school graduate		
Some college		
College degree	3	8
Don't know		
Current absenteeism (≥3 times)[¶]		
Less than high school	20	
High school graduate		
Some college		
College degree	8	14
Don't know		
Trouble focusing on schoolwork[σ]		
Less than high school		
High school graduate		
Some college		
College degree	38	40
Don't know		
Caring adult relationships[‡]		
Less than high school		
High school graduate		
Some college		
College degree	78	82
Don't know		

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

[±]*Rating of 7 or higher.*

[¶]*Past 30 days.*

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

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

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 9 %	Grade 11 %
High expectations[‡]		
Less than high school		
High school graduate		
Some college		
College degree	87	85
Don't know		
Meaningful participation[‡]		
Less than high school		
High school graduate		
Some college		
College degree	48	38
Don't know		
Facilities upkeep[σ]		
Less than high school		
High school graduate		
Some college		
College degree	71	66
Don't know		
Promotion of parental involvement in school[†]		
Less than high school		
High school graduate		
Some college		
College degree	58	56
Don't know		

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

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

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

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

Table A14.2
School Safety by Parental Education

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Less than high school		
High school graduate		
Some college		
College degree	91	85
Don't know		
Experienced harassment due to five reasons[λ§]		
Less than high school		
High school graduate		
Some college		
College degree	17	15
Don't know		
Experienced any harassment or bullying[§]		
Less than high school		
High school graduate		
Some college		
College degree	24	20
Don't know		
Had mean rumors or lies spread about you[§]		
Less than high school		
High school graduate		
Some college		
College degree	18	18
Don't know		

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A14.2
School Safety by Parental Education – Continued

	Grade 9 %	Grade 11 %
Been afraid of being beaten up[§]		
Less than high school		
High school graduate		
Some college		
College degree	7	4
Don't know		
Been in a physical fight[§]		
Less than high school		
High school graduate		
Some college		
College degree	1	1
Don't know		
Seen a weapon on campus[§]		
Less than high school		
High school graduate		
Some college		
College degree	1	3
Don't know		

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		
High school graduate		
Some college		
College degree	11	12
Don't know		

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

Table A14.4

Substance Use by Parental Education

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
Less than high school		
High school graduate		
Some college		
College degree	1	4
Don't know		
Current tobacco use¶		
Less than high school		
High school graduate		
Some college		
College degree	0	1
Don't know		
Current marijuana use¶		
Less than high school		
High school graduate		
Some college		
College degree	0	1
Don't know		
Current binge drinking¶		
Less than high school		
High school graduate		
Some college		
College degree	0	1
Don't know		

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

¶*Past 30 days.*

Table A14.4

Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Very drunk or "high" 7 or more times, ever		
Less than high school		
High school graduate		
Some college		
College degree	0	1
Don't know		
Been drunk or "high" on drugs at school, ever		
Less than high school		
High school graduate		
Some college		
College degree	0	1
Don't know		
Current alcohol use¶		
Less than high school		
High school graduate		
Some college		
College degree	1	4
Don't know		
Current alcohol use at school¶		
Less than high school		
High school graduate		
Some college		
College degree	0	1
Don't know		

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

¶*Past 30 days.*

Table A14.4

Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Current cigarette smoking¶		
Less than high school		
High school graduate		
Some college		
College degree	0	0
Don't know		
Current use of vape products¶		
Less than high school		
High school graduate		
Some college		
College degree	0	1
Don't know		
Current tobacco vaping¶		
Less than high school		
High school graduate		
Some college		
College degree	0	1
Don't know		
Current marijuana vaping¶		
Less than high school		
High school graduate		
Some college		
College degree	0	1
Don't know		

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

¶*Past 30 days.*

Table A14.5
Health Routines by Parental Education

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
Less than high school	50	
High school graduate		
Some college		
College degree	82	74
Don’t know		
Bedtime (at 12 am or later)		
Less than high school	10	
High school graduate		
Some college		
College degree	19	50
Don’t know		

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		
High school graduate		
Some college		
College degree	15	22
Don't know		
Experienced chronic sadness/hopelessness§		
Less than high school		
High school graduate		
Some college		
College degree	13	24
Don't know		
Considered suicide§		
Less than high school		
High school graduate		
Some college		
College degree	7	9
Don't know		
Optimism‡		
Less than high school		
High school graduate		
Some college		
College degree	60	58
Don't know		

Notes: Cells are empty if there are less than 10 respondents.
‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.
§Past 12 months.

Table A14.7

Social and Emotional Health by Parental Education – Continued

	Grade 9 %	Grade 11 %
Life satisfaction[∓]		
Less than high school		
High school graduate		
Some college		
College degree	76	68
Don't know		

	Grade 9	Grade 11
California Student Wellness Index[õ]		
Less than high school		
High school graduate		
Some college		
College degree	107.1	103.6
Don't know		

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

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

[õ]*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	79	73
English learner		
Don't know		
School Connectedness[†ψ] ***(Remote Only)***		
Not English learner		
English learner		
Don't know		
Academic Motivation[†]		
Not English learner	75	76
English learner		
Don't know		
School is really boring[±]		
Not English learner	24	24
English learner		
Don't know		
School is worthless and a waste of time[±]		
Not English learner	5	7
English learner		
Don't know		
Current absenteeism (≥3 times)[¶]		
Not English learner	10	12
English learner		
Don't know		

Notes: Cells are empty if there are less than 10 respondents.
[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
[ψ] *The scale was based on four questions for remote respondents.*
[±] *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$^{\sigma}$		
Not English learner	40	40
English learner		
Don't know		
Caring adult relationships‡		
Not English learner	79	81
English learner		
Don't know		
High expectations‡		
Not English learner	88	86
English learner		
Don't know		
Meaningful participation‡		
Not English learner	46	37
English learner		
Don't know		
Facilities upkeep$^{\sigma}$		
Not English learner	69	66
English learner		
Don't know		
Promotion of parental involvement in school†		
Not English learner	57	56
English learner		
Don't know		

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

$^{\sigma}$ *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	88	84
English learner		
Don't know		
Experienced harassment due to five reasons[λ§]		
Not English learner	19	14
English learner		
Don't know		
Experienced any harassment or bullying[§]		
Not English learner	25	20
English learner		
Don't know		
Had mean rumors or lies spread about you[§]		
Not English learner	21	19
English learner		
Don't know		
Been afraid of being beaten up[§]		
Not English learner	8	4
English learner		
Don't know		
Been in a physical fight[§]		
Not English learner	3	1
English learner		
Don't know		
Seen a weapon on campus[§]		
Not English learner	1	2
English learner		
Don't know		

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Not English learner	13	11
English learner		
Don't know		

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	2	4
English learner		
Don't know		
Current alcohol or drug use[¶]		
Not English learner	1	1
English learner		
Don't know		
Current marijuana use[¶]		
Not English learner	1	1
English learner		
Don't know		
Current binge drinking[¶]		
Not English learner	0	1
English learner		
Don't know		
Very drunk or "high" 7 or more times, ever		
Not English learner	0	1
English learner		
Don't know		

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	0	1
English learner		
Don't know		
Current alcohol use¶		
Not English learner	1	4
English learner		
Don't know		
Current alcohol use at school¶		
Not English learner	0	1
English learner		
Don't know		
Current cigarette smoking¶		
Not English learner	0	0
English learner		
Don't know		
Current use of vape products¶		
Not English learner	1	1
English learner		
Don't know		
Current tobacco vaping¶		
Not English learner	1	1
English learner		
Don't know		
Current marijuana vaping¶		
Not English learner	1	1
English learner		
Don't know		

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[1]		
Not English learner	78	74
English learner		
Don't know		
Bedtime (at 12 am or later)		
Not English learner	19	48
English learner		
Don't know		

Notes: Cells are empty if there are less than 10 respondents.
[1] *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	17	22
English learner		
Don't know		
Experienced chronic sadness/hopelessness§		
Not English learner	13	25
English learner		
Don't know		
Considered suicide§		
Not English learner	8	8
English learner		
Don't know		
Optimism‡		
Not English learner	59	58
English learner		
Don't know		
Life satisfaction∓		
Not English learner	76	67
English learner		
Don't know		

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

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

§ *Past 12 months.*

∓ *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[õ]		
Not English learner	106.8	103.4
English learner		
Don't know		

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

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

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Not currently in English Learner Program	79	73
Less than 7 years (EL)		
7 years or more (LTEL)		
School Connectedness[†ψ] ***(Remote Only)***		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Academic Motivation[†]		
Not currently in English Learner Program	75	76
Less than 7 years (EL)		
7 years or more (LTEL)		
School is really boring[±]		
Not currently in English Learner Program	24	24
Less than 7 years (EL)		
7 years or more (LTEL)		
School is worthless and a waste of time[±]		
Not currently in English Learner Program	5	7
Less than 7 years (EL)		
7 years or more (LTEL)		
Current absenteeism (≥3 times)[¶]		
Not currently in English Learner Program	10	12
Less than 7 years (EL)		
7 years or more (LTEL)		

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

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

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

[±] *Rating of 7 or higher.*

[¶] *Past 30 days.*

Table A16.1

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

	Grade 9 %	Grade 11 %
Trouble focusing on schoolwork[σ]		
Not currently in English Learner Program	40	40
Less than 7 years (EL)		
7 years or more (LTEL)		
Caring adult relationships[‡]		
Not currently in English Learner Program	79	81
Less than 7 years (EL)		
7 years or more (LTEL)		
High expectations[‡]		
Not currently in English Learner Program	88	86
Less than 7 years (EL)		
7 years or more (LTEL)		
Meaningful participation[‡]		
Not currently in English Learner Program	46	37
Less than 7 years (EL)		
7 years or more (LTEL)		
Facilities upkeep[σ]		
Not currently in English Learner Program	69	66
Less than 7 years (EL)		
7 years or more (LTEL)		
Promotion of parental involvement in school[†]		
Not currently in English Learner Program	57	56
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	88	84
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced harassment due to five reasons[λ§]		
Not currently in English Learner Program	19	14
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced any harassment or bullying[§]		
Not currently in English Learner Program	25	20
Less than 7 years (EL)		
7 years or more (LTEL)		
Had mean rumors or lies spread about you[§]		
Not currently in English Learner Program	21	19
Less than 7 years (EL)		
7 years or more (LTEL)		
Been afraid of being beaten up[§]		
Not currently in English Learner Program	8	4
Less than 7 years (EL)		
7 years or more (LTEL)		
Been in a physical fight[§]		
Not currently in English Learner Program	3	1
Less than 7 years (EL)		
7 years or more (LTEL)		
Seen a weapon on campus[§]		
Not currently in English Learner Program	1	2
Less than 7 years (EL)		
7 years or more (LTEL)		

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Not currently in English Learner Program	13	11
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	2	4
Less than 7 years (EL)		
7 years or more (LTEL)		
Current tobacco use[¶]		
Not currently in English Learner Program	1	1
Less than 7 years (EL)		
7 years or more (LTEL)		
Current marijuana use[¶]		
Not currently in English Learner Program	1	1
Less than 7 years (EL)		
7 years or more (LTEL)		
Current binge drinking[¶]		
Not currently in English Learner Program	0	1
Less than 7 years (EL)		
7 years or more (LTEL)		
Very drunk or "high" 7 or more times, ever		
Not currently in English Learner Program	0	1
Less than 7 years (EL)		
7 years or more (LTEL)		

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.

Table A16.4

Substance Use by English Learner (EL) Program Duration – Continued

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

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

¶*Past 30 days.*

Table A16.5

Health Routines by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
Not currently in English Learner Program	78	74
Less than 7 years (EL)		
7 years or more (LTEL)		
Bedtime (at 12 am or later)		
Not currently in English Learner Program	19	48
Less than 7 years (EL)		
7 years or more (LTEL)		

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

[1] *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)[ǁ]		
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.*

[ǁ]*Past 7 days.*

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

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

Table A16.7

Social and Emotional Health by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Not currently in English Learner Program	17	22
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced chronic sadness/hopelessness§		
Not currently in English Learner Program	13	25
Less than 7 years (EL)		
7 years or more (LTEL)		
Considered suicide§		
Not currently in English Learner Program	8	8
Less than 7 years (EL)		
7 years or more (LTEL)		
Optimism‡		
Not currently in English Learner Program	59	58
Less than 7 years (EL)		
7 years or more (LTEL)		
Life satisfaction∓		
Not currently in English Learner Program	76	67
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[õ]		
Not currently in English Learner Program	106.8	103.4
Less than 7 years (EL)		
7 years or more (LTEL)		

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

[õ] 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.

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	80	74
IEP	72	60
Don't know		74
Prefer not to say		
School Connectedness[†ψ] ***(Remote Only)***		
No IEP		
IEP		
Don't know		
Prefer not to say		
Academic Motivation[†]		
No IEP	76	77
IEP	65	65
Don't know		60
Prefer not to say		
School is really boring[±]		
No IEP	24	22
IEP	22	33
Don't know		40
Prefer not to say		
School is worthless and a waste of time[±]		
No IEP	5	5
IEP	4	22
Don't know		20
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	9	10
IEP	9	33
Don't know		40
Prefer not to say		
Trouble focusing on schoolwork$^{\sigma}$		
No IEP	39	35
IEP	55	76
Don't know		60
Prefer not to say		
Caring adult relationships‡		
No IEP	80	81
IEP	74	78
Don't know		83
Prefer not to say		
High expectations‡		
No IEP	89	84
IEP	85	88
Don't know		90
Prefer not to say		
Meaningful participation‡		
No IEP	50	37
IEP	35	46
Don't know		42
Prefer not to say		

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

¶Past 30 days.

$^{\sigma}$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 A17.1

School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued

	Grade 9 %	Grade 11 %
Facilities upkeep[σ]		
No IEP	72	66
IEP	55	59
Don't know		80
Prefer not to say		
Promotion of parental involvement in school[†]		
No IEP	59	57
IEP	52	54
Don't know		47
Prefer not to say		

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 "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	90	85
IEP	77	69
Don't know		80
Prefer not to say		
Experienced harassment due to five reasons[λ§]		
No IEP	16	10
IEP	36	57
Don't know		
Prefer not to say		
Experienced any harassment or bullying[§]		
No IEP	22	15
IEP	55	71
Don't know		
Prefer not to say		
Had mean rumors or lies spread about you[§]		
No IEP	17	16
IEP	38	40
Don't know		20
Prefer not to say		
Been afraid of being beaten up[§]		
No IEP	6	2
IEP	14	21
Don't know		0
Prefer not to say		

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

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

[§]Past 12 months.

Table A17.2

School Safety by Individualized Education Plan (IEP) Placement – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
No IEP	3	1
IEP	5	0
Don't know		0
Prefer not to say		
Seen a weapon on campus[§]		
No IEP	1	3
IEP	0	0
Don't know		0
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	12	9
IEP	18	33
Don't know		
Prefer not to say		

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

[§]Past 12 months.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
No IEP	2	4
IEP	0	0
Don't know		10
Prefer not to say		
Current tobacco use¶		
No IEP	1	1
IEP	0	0
Don't know		0
Prefer not to say		
Current marijuana use¶		
No IEP	1	1
IEP	0	0
Don't know		10
Prefer not to say		
Current binge drinking¶		
No IEP	0	1
IEP	0	0
Don't know		10
Prefer not to say		
Very drunk or "high" 7 or more times, ever		
No IEP	0	1
IEP	0	0
Don't know		0
Prefer not to say		
Been drunk or "high" on drugs at school, ever		
No IEP	0	1
IEP	0	0
Don't know		0
Prefer not to say		

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

¶*Past 30 days.*

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement – Continued

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

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

¶*Past 30 days.*

Table A17.5

Health Routines by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
No IEP	77	72
IEP	91	82
Don't know		80
Prefer not to say		
Bedtime (at 12 am or later)		
No IEP	20	49
IEP	13	44
Don't know		40
Prefer not to say		

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

[1] *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)[ǀ]		
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.*

[ǀ]*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 A17.7

Social and Emotional Health by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Social emotional distress‡		
No IEP	16	21
IEP	24	30
Don't know		24
Prefer not to say		
Experienced chronic sadness/hopelessness§		
No IEP	12	23
IEP	18	29
Don't know		
Prefer not to say		
Considered suicide§		
No IEP	6	8
IEP	23	14
Don't know		
Prefer not to say		
Optimism‡		
No IEP	62	60
IEP	55	31
Don't know		
Prefer not to say		
Life satisfaction∓		
No IEP	78	68
IEP	70	63
Don't know		
Prefer not to say		

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

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

§*Past 12 months.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

Table A17.7

Social and Emotional Health by Individualized Education Plan (IEP) Placement – Continued

	Grade 9	Grade 11
California Student Wellness Index[õ]		
No IEP	107.4	103.8
IEP	104.3	101.1
Don't know		
Prefer not to say		

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

[õ]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.

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	79	73
Foster home		
Homeless		
Other living arrangement		
School Connectedness[†ψ] ***(Remote Only)***		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Academic Motivation[†]		
Home with one or more parent or guardian	74	76
Foster home		
Homeless		
Other living arrangement		
School is really boring[±]		
Home with one or more parent or guardian	24	24
Foster home		
Homeless		
Other living arrangement		
School is worthless and a waste of time[±]		
Home with one or more parent or guardian	5	7
Foster home		
Homeless		
Other living arrangement		

Notes: Cells are empty if there are less than 10 respondents.
[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
[ψ] *The scale was based on four questions for remote respondents.*
[±] *Rating of 7 or higher.*

Table A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 9 %	Grade 11 %
Current absenteeism (≥3 times)[¶]		
Home with one or more parent or guardian	9	13
Foster home		
Homeless		
Other living arrangement		
Trouble focusing on schoolwork[σ]		
Home with one or more parent or guardian	39	39
Foster home		
Homeless		
Other living arrangement		
Caring adult relationships[‡]		
Home with one or more parent or guardian	80	82
Foster home		
Homeless		
Other living arrangement		
High expectations[‡]		
Home with one or more parent or guardian	88	86
Foster home		
Homeless		
Other living arrangement		
Meaningful participation[‡]		
Home with one or more parent or guardian	47	38
Foster home		
Homeless		
Other living arrangement		

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

[¶]Past 30 days.

[σ]Percent of respondents reporting "Agree" or "Strongly agree."

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

Table A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 9 %	Grade 11 %
Facilities upkeep[σ]		
Home with one or more parent or guardian	70	66
Foster home		
Homeless		
Other living arrangement		
Promotion of parental involvement in school[†]		
Home with one or more parent or guardian	57	56
Foster home		
Homeless		
Other living arrangement		

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 "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	88	84
Foster home		
Homeless		
Other living arrangement		
Experienced harassment due to five reasons[λ§]		
Home with one or more parent or guardian	18	14
Foster home		
Homeless		
Other living arrangement		
Experienced any harassment or bullying[§]		
Home with one or more parent or guardian	25	20
Foster home		
Homeless		
Other living arrangement		
Had mean rumors or lies spread about you[§]		
Home with one or more parent or guardian	20	18
Foster home		
Homeless		
Other living arrangement		
Been afraid of being beaten up[§]		
Home with one or more parent or guardian	8	4
Foster home		
Homeless		
Other living arrangement		

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table 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	3	1
Foster home		
Homeless		
Other living arrangement		
Seen a weapon on campus[§]		
Home with one or more parent or guardian	1	2
Foster home		
Homeless		
Other living arrangement		

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

Table A18.3
Cyberbullying by Living Situation

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Home with one or more parent or guardian	12	11
Foster home		
Homeless		
Other living arrangement		

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

Table A18.4
Substance Use by Living Situation

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
Home with one or more parent or guardian	2	4
Foster home		
Homeless		
Other living arrangement		
Current tobacco use¶		
Home with one or more parent or guardian	1	1
Foster home		
Homeless		
Other living arrangement		
Current marijuana use¶		
Home with one or more parent or guardian	1	1
Foster home		
Homeless		
Other living arrangement		
Current binge drinking¶		
Home with one or more parent or guardian	0	1
Foster home		
Homeless		
Other living arrangement		
Very drunk or "high" 7 or more times, ever		
Home with one or more parent or guardian	0	1
Foster home		
Homeless		
Other living arrangement		
Been drunk or "high" on drugs at school, ever		
Home with one or more parent or guardian	0	1
Foster home		
Homeless		
Other living arrangement		

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 9 %	Grade 11 %
Current alcohol use¶		
Home with one or more parent or guardian	1	4
Foster home		
Homeless		
Other living arrangement		
Current alcohol use at school¶		
Home with one or more parent or guardian	0	1
Foster home		
Homeless		
Other living arrangement		
Current cigarette smoking¶		
Home with one or more parent or guardian	0	0
Foster home		
Homeless		
Other living arrangement		
Current use of vape products¶		
Home with one or more parent or guardian	1	1
Foster home		
Homeless		
Other living arrangement		
Current tobacco vaping¶		
Home with one or more parent or guardian	1	1
Foster home		
Homeless		
Other living arrangement		
Current marijuana vaping¶		
Home with one or more parent or guardian	1	1
Foster home		
Homeless		
Other living arrangement		

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A18.5
Health Routines by Living Situation

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
Home with one or more parent or guardian	79	73
Foster home		
Homeless		
Other living arrangement		
Bedtime (at 12 am or later)		
Home with one or more parent or guardian	18	48
Foster home		
Homeless		
Other living arrangement		

Notes: Cells are empty if there are less than 10 respondents.
[1] *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)[ǁ]		
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.*

[ǁ]*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 A18.7

Social and Emotional Health by Living Situation

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Home with one or more parent or guardian	16	21
Foster home		
Homeless		
Other living arrangement		
Experienced chronic sadness/hopelessness§		
Home with one or more parent or guardian	13	24
Foster home		
Homeless		
Other living arrangement		
Considered suicide§		
Home with one or more parent or guardian	8	8
Foster home		
Homeless		
Other living arrangement		
Optimism‡		
Home with one or more parent or guardian	60	59
Foster home		
Homeless		
Other living arrangement		
Life satisfaction∓		
Home with one or more parent or guardian	76	68
Foster home		
Homeless		
Other living arrangement		

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

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

§ *Past 12 months.*

∓ *Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

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

	Grade 9	Grade 11
California Student Wellness Index[õ]		
Home with one or more parent or guardian	106.9	103.7
Foster home		
Homeless		
Other living arrangement		

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

[õ]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.

Z. Palo Alto Unified Custom Questions

1. Module Sample

Table Z1.1
Student Sample for Custom Questions

	Grade 9	Grade 11
Student Sample Size		
Target sample	424	374
Final number	185	169
Response Rate	44%	45%

2. Custom Questions

Table Z2.1
I help make decisions with my family. - How true is each statement for you?

	Grade		
	9th %	11th %	Total %
Not At All True	3	4	4
A Little True	18	19	18
Pretty Much True	40	50	45
Very Much True	39	27	33

Question HS/MS Z.1.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.2
My family members really help and support one another. - How true is each statement for you?

	Grade		
	9th %	11th %	Total %
Not At All True	4	4	4
A Little True	10	18	14
Pretty Much True	34	43	38
Very Much True	52	36	44

Question HS/MS Z.2.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.3
There is a feeling of togetherness in my family. - How true is each statement for you?

	Grade		
	9th %	11th %	Total %
Not At All True	5	7	6
A Little True	10	18	14
Pretty Much True	33	39	36
Very Much True	52	37	45

Question HS/MS Z.3.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.4
I have a friend my age who talks with me about my problems. - How true is each statement for you?

	Grade		
	9th %	11th %	Total %
Not At All True	10	8	9
A Little True	13	12	13
Pretty Much True	35	39	37
Very Much True	42	41	41

Question HS/MS Z.4.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.5
I have a friend my age who helps me when I'm having a hard time. - How true is each statement for you?

	Grade		
	9th %	11th %	Total %
Not At All True	5	8	7
A Little True	12	12	12
Pretty Much True	34	41	37
Very Much True	48	39	44

Question HS/MS Z.5.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.6
In my home, there is a parent or some other adult who expects me to follow the rules.

	Grade		
	9th %	11th %	Total %
Not At All True	0	1	1
A Little True	3	4	4
Pretty Much True	25	28	27
Very Much True	71	66	69

Question HS/MS Z.6.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.7
In my home, there is a parent or some other adult who is interested in my schoolwork.

	Grade		
	9th %	11th %	Total %
Not At All True	1	4	2
A Little True	9	12	10
Pretty Much True	25	31	28
Very Much True	65	53	60

Question HS/MS Z.7.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.8
In my home, there is a parent or some other adult who talks with me about my problems.

	Grade		
	9th %	11th %	Total %
Not At All True	4	8	6
A Little True	12	16	14
Pretty Much True	25	36	30
Very Much True	59	41	50

Question HS/MS Z.8.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.9
Do you go to bed at the same time or near the same time every night? (within 30 minutes)

	Grade		
	9th %	11th %	Total %
Always	15	8	12
Almost always (5–6 days each week)	50	43	47
Sometimes (3–4 days each week)	30	40	35
Almost never (1–2 days each week)	3	4	3
Never	2	4	3

Question HS/MS Z.9.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.10
To what extent do you consider sleep difficulties to interfere with your daily functioning?

	Grade		
	9th %	11th %	Total %
Not at all interfering	28	22	26
A little	41	33	37
Somewhat	18	27	22
Much	9	10	10
Very much interfering	3	7	5

Question HS/MS Z.10.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.11
Sleep difficulties affected my schoolwork. - For each of the following statements, please indicate how well they describe your current semester.

	Grade		
	9th %	11th %	Total %
Strongly Disagree	19	17	18
Disagree	31	17	24
Mildly Disagree	15	14	15
Mildly Agree	24	31	27
Agree	7	14	10
Strongly Agree	4	7	6

Question HS/MS Z.11.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.12
I felt sleepy during the school day. - For each of the following statements, please indicate how well they describe your current semester.

	Grade		
	9th %	11th %	Total %
Strongly Disagree	10	8	9
Disagree	12	8	10
Mildly Disagree	13	9	11
Mildly Agree	32	30	31
Agree	25	25	25
Strongly Agree	8	20	13

Question HS/MS Z.12.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.13

I had difficulty concentrating on things I did because I was sleepy or tired. - For each of the following statements, please indicate how well they describe your current semester.

	Grade		
	9th %	11th %	Total %
Strongly Disagree	15	12	13
Disagree	21	14	17
Mildly Disagree	20	12	16
Mildly Agree	25	30	27
Agree	13	20	16
Strongly Agree	7	14	10

Question HS/MS Z.13.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.14

I had difficulty remembering things because I was sleepy or tired. - For each of the following statements, please indicate how well they describe your current semester.

	Grade		
	9th %	11th %	Total %
Strongly Disagree	22	17	20
Disagree	31	19	26
Mildly Disagree	16	12	15
Mildly Agree	15	25	20
Agree	11	17	14
Strongly Agree	5	9	7

Question HS/MS Z.14.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.15

On an average school day and school night, how many hours do you play video or computer games or use a computer for something that is not schoolwork? (Count time spent on things such as Xbox, PlayStation, iPod, iPad or tablet, smartphone, Snapchat, Instagram, YouTube, or other social networking.)

	Grade		
	9th %	11th %	Total %
I do not play video or computer games or use a computer for something that is not schoolwork.	13	12	12
Less than 1 hour per day	19	18	19
1 hour per day	17	15	16
2 hours per day	27	20	24
3 hours per day	9	18	13
4 hours per day	7	12	9
5 or more hours per day	8	6	7

Question HS/MS Z.15.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.16

The books and lessons in my classes include examples of my race or ethnic background.

	Grade		
	9th %	11th %	Total %
Strongly disagree	10	6	8
Disagree	11	11	11
Neither disagree nor agree	30	31	31
Agree	36	41	38
Strongly agree	12	11	12

Question HS/MS Z.16.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.17
How safe do you feel in the neighborhood where you live?

	Grade		
	9th %	11th %	Total %
Very safe	62	53	58
Safe	36	42	39
Neither safe nor unsafe	2	4	3
Unsafe	0	1	1
Very unsafe	0	1	0

Question HS/MS Z.17.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.18
Do you know where to go for help with a problem?

	Grade		
	9th %	11th %	Total %
No, never	1	1	1
Yes, some of the time	20	25	22
Yes, most of the time	46	46	46
Yes, all of the time	33	29	31

Question HS/MS Z.18.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.19
During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?

	Grade		
	9th %	11th %	Total %
0 days	98	97	97
1 day	1	1	1
2 or 3 days	1	1	1
4 or more days	0	1	0

Question HS/MS Z.19.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.20
During the past 12 months, did you make a plan about how you would attempt suicide?

	Grade		
	9th %	11th %	Total %
No	93	94	93
Yes	7	6	7

Question HS/MS Z.20.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.21
During the past 12 months, how many times did you actually attempt suicide?

	Grade		
	9th %	11th %	Total %
0 times	97	98	97
1 time	2	1	1
2 or 3 times	1	1	1
4 or more times	1	1	1

Question HS/MS Z.21.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.22
If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

	Grade		
	9th %	11th %	Total %
I did not attempt suicide in the past 12 months.	93	91	92
No	7	9	8

Question HS/MS Z.22.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.23
If you have been forced to engage in sexual activity, did you report it to the police or the school?

	Grade		
	9th %	11th %	Total %
I have never been forced to engage in vaginal, oral or anal sex.	94	94	94
Yes	1	1	1
No	5	5	5

Question HS/MS Z.23.
Note: Columns are not displayed if there are less than 10 respondents.

Appendix

CHKS Content Overview, 2025–26

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 are 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 password-protected 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,

[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

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 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 youth[17] 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;

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

[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/

[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/

- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- 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

[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

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 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.

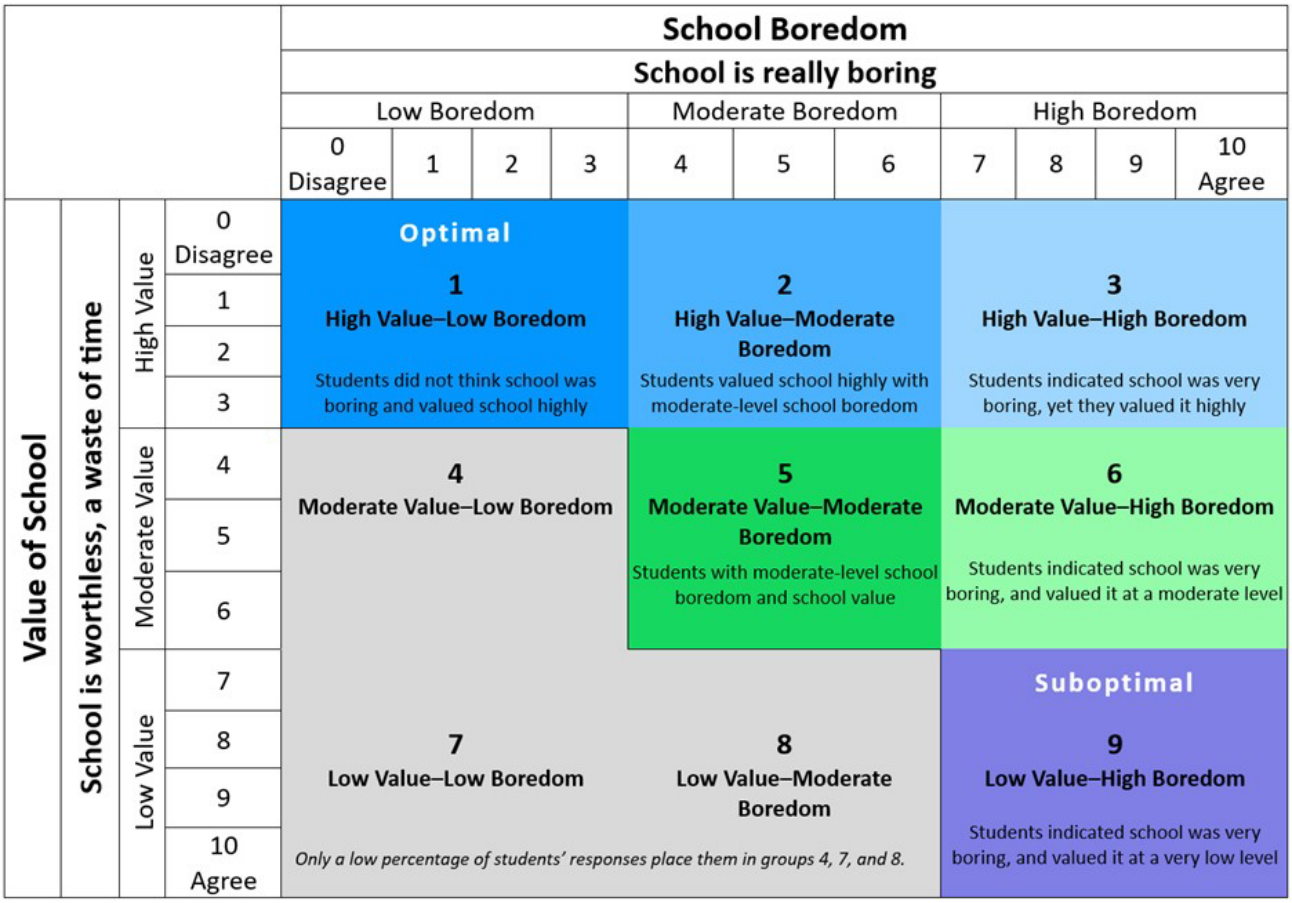
School Boredom – School Value

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]

[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 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

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[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

[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

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 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

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[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

[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

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 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.

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[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

[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

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 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

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[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

[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

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.

[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