CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Palo Alto 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				✓	

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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	428	462
Final number	212	272
Response Rate	50%	59%

Table A1.2
Number of Respondents by Instructional Model

	Grade 9	Grade 11
In-school learning only	212	272
Remote learning only	0	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†	74	82	A6.4
School connectedness†ψ ***(Remote Only)***			A6.4
Academic motivation†	73	78	A6.4
School is really boring±	27	22	A6.11
School is worthless and a waste of time±	4	6	A6.11
Current absenteeism (≥3 times)¶	9	11	A6.2
Trouble focusing on schoolwork$^{\sigma}$	30	43	A6.10
Caring adult relationships‡	71	85	A6.4
High expectations‡	81	88	A6.4
Meaningful participation‡	38	41	A6.4
Facilities upkeep$^{\sigma}$	66	76	A6.15
Promotion of parental involvement in school†	57	55	A6.4
School Safety and Cyberbullying			
School perceived as very safe or safe	86	90	A8.1
Experienced any harassment or bullying§	18	13	A8.2
Had mean rumors or lies spread about you§	16	18	A8.3
Been afraid of being beaten up§	5	1	A8.3
Been in a physical fight§	3	1	A8.4
Seen a weapon on campus§	3	2	A8.6
Cyberbullying§	10	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[¶]	1	9	A9.5
Current tobacco use[¶]	0	3	A10.8
Current marijuana use[¶]	1	3	A9.5
Current binge drinking[¶]	1	4	A9.5
Very drunk or "high" 7 or more times, ever	0	4	A9.7
Been drunk or "high" on drugs at school, ever	1	1	A9.9
Current cigarette smoking[¶]	0	1	A10.5
Current use of vape products[¶]	1	2	A10.6
Current tobacco vaping[¶]	0	2	A10.6
Current marijuana vaping[¶]	0	1	A10.6
Health Routines			
Eating of breakfast[|]	77	67	A4.1
Bedtime (at 12 am or later)	18	52	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‡	17	16	A7.5
Experienced chronic sadness/hopelessness§	18	15	A7.1
Considered suicide§	8	3	A7.2
Optimism‡	62	69	A7.3
Life satisfaction∓	75	77	A7.4
	Grade 9	Grade 11	
California Student Wellness Indexõ	106.8	107.8	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	100	100
Remote Learning Model	0	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	48	50
Female	50	48
Nonbinary	0	1
Something else	2	1

Question HS/MS A.3: What is your gender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3
Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	97	96
Yes, I am transgender	0	1
I am not sure if I am transgender	1	1
Decline to respond	1	2

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

Table A3.4

Sexual Orientation

	Grade 9 %	Grade 11 %
Heterosexual (straight)	87	81
Lesbian or Gay	2	4
Bisexual	3	6
Something else	1	2
Not sure	3	1
Decline to respond	3	6

Question HS/MS A.5: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Race or Ethnicity

	Grade 9 %	Grade 11 %
American Indian or Alaska Native, non-Hispanic	0	1
Asian or Asian American, non-Hispanic	38	38
Black or African American, non-Hispanic	0	1
Hispanic or Latino/a	17	11
Native Hawaiian or Pacific Islander, non-Hispanic	1	1
White, non-Hispanic	26	31
Multiracial, non-Hispanic	14	15
Something else, non-Hispanic	3	1

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	97	98
Other relative's home	0	1
A home with more than one family	2	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	0
Other living arrangement	1	0

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

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

Table A3.7

Living Situation

	Grade 9 %	Grade 11 %
Home with one or more parent or guardian	97	98
Foster home	0	0
Homeless	0	0
Other living arrangement	3	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	2	4
Graduated from high school	3	3
Attended college but did not complete four-year degree	3	3
Graduated from college	87	88
Don't know	5	2

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	85	83
Yes	9	15
Don't know	5	1
Prefer not to say	0	1

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

Table A3.10
English Learner Program Designation

	Grade 9 %	Grade 11 %
No	89	96
Yes	3	1
Don't know	8	3

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	100
Less than 7 years (EL)	2	0
7 years or more (LTEL)	1	0

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	66	70
Spanish	5	5
Mandarin	12	9
Cantonese	2	1
Taiwanese	0	0
Tagalog	0	0
Vietnamese	0	0
Korean	1	3
Arabic	0	0
Other	12	11

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	76	90
Well	24	10
Not well	0	0
Not at all	0	0
speak English?		
Very well	71	85
Well	26	15
Not well	3	0
Not at all	0	0
read English?		
Very well	69	80
Well	29	20
Not well	3	0
Not at all	0	0
write English?		
Very well	71	79
Well	24	20
Not well	4	1
Not at all	0	0
English Language Proficiency Status		
Proficient	69	80
Not proficient	31	20

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	82	87
1 day	2	3
2 days	4	2
3 days	1	2
4 days	4	2
5 days	7	5

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.15
Military Connections

	Grade 9 %	Grade 11 %
No	100	99
Yes	0	0
Don't know	0	1

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

4. Health Routines

Table A4.1
Eating of Breakfast

	Grade 9 %	Grade 11 %
No	23	33
Yes	77	67

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	1	1
9:00-9:59 pm	12	4
10:00-10:59 pm	43	16
11:00-11:59 pm	26	27
12:00-12:59 am	12	26
After 1:00 am	6	26
Bedtime at 12 am or later	18	52

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	56	64
A's and B's	28	27
Mostly B's	7	4
B's and C's	6	4
Mostly C's	1	1
C's and D's	2	0
Mostly D's	0	0
Mostly F's	0	0

Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2
Absences, Past 30 Days

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	59	50
1 day	20	25
2 days	12	14
3 or more days	9	11

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	55	42
Illness (feeling physically sick), including problems with breathing or your teeth	35	51
Were being bullied or mistreated at school	0	0
Felt very sad, hopeless, anxious, stressed, or angry	4	7
Didn't get enough sleep	3	12
Didn't feel safe at school or going to and from school	1	0
Had to take care of or help a family member or friend	1	2
Wanted to spend time with friends	0	2
Used alcohol or drugs	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	3	10
Were bored or uninterested in school	2	2
Had no transportation to school	0	0
Other reason	9	7

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

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

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

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	Grade 9 %	Grade 11 %	Table
Total school supports	64	71	
Caring relationships-adults in school‡	71	85	A6.5
High expectations-adults in school‡	81	88	A6.6
Meaningful participation at school‡	38	41	A6.7
School connectedness†	74	82	A6.8
School connectedness†ψ ***(Remote Only)***			A6.8
Academic motivation†	73	78	A6.9
Promotion of parental involvement in school†	57	55	A6.13

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

‡Scales are based on average of respondents reporting "Pretty much true" or "Very much true."

†Scales are based on average of respondents reporting "Agree" or "Strongly agree."

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"	71	85
There is a teacher or some other adult from my school...		
who really cares about me.		
Not at all true	5	2
A little true	26	11
Pretty much true	42	47
Very much true	26	40
who notices when I'm not there.		
Not at all true	5	6
A little true	27	18
Pretty much true	43	41
Very much true	24	35
who listens to me when I have something to say.		
Not at all true	3	1
A little true	18	7
Pretty much true	42	43
Very much true	37	49

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"	81	88
There is a teacher or some other adult from my school...		
who tells me when I do a good job.		
Not at all true	3	3
A little true	17	13
Pretty much true	44	44
Very much true	35	40
who always wants me to do my best.		
Not at all true	2	0
A little true	13	8
Pretty much true	47	42
Very much true	38	49
who believes that I will be a success.		
Not at all true	2	2
A little true	19	9
Pretty much true	46	41
Very much true	32	49

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"	38	41
At school/When I participate in school,...		
I do interesting activities.		
Not at all true	2	2
A little true	25	22
Pretty much true	42	44
Very much true	30	32
I help decide things like class activities or rules.		
Not at all true	31	32
A little true	39	41
Pretty much true	22	18
Very much true	8	9
I do things that make a difference.		
Not at all true	20	12
A little true	43	41
Pretty much true	25	33
Very much true	12	15
I have a say in how things work.		
Not at all true	27	26
A little true	40	41
Pretty much true	22	23
Very much true	12	10
I help decide school activities or rules.		
Not at all true	45	45
A little true	35	34
Pretty much true	11	12
Very much true	8	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"	74	82
School connectedness[ψ] ***(Remote Only)***		
Average reporting "Agree" or "Strongly agree"		
I feel close to people at/from this school.		
Strongly disagree	1	3
Disagree	5	4
Neither disagree nor agree	17	11
Agree	49	43
Strongly agree	28	40
I am happy with/to be at this school.		
Strongly disagree	1	2
Disagree	4	5
Neither disagree nor agree	23	19
Agree	46	46
Strongly agree	25	28
I feel like I am part of this school.		
Strongly disagree	1	2
Disagree	5	4
Neither disagree nor agree	23	14
Agree	48	53
Strongly agree	22	28

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	1
Disagree	4	4
Neither disagree nor agree	25	14
Agree	44	56
Strongly agree	26	25
I feel safe in my school.		
Strongly disagree	1	2
Disagree	2	0
Neither disagree nor agree	17	9
Agree	52	51
Strongly agree	29	38

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"	73	78
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	0	1
Disagree	1	0
Neither disagree nor agree	15	7
Agree	43	40
Strongly agree	40	51
I try hard on my schoolwork because I am interested in it.		
Strongly disagree	3	4
Disagree	14	8
Neither disagree nor agree	30	30
Agree	37	41
Strongly agree	16	18
I work hard to try to understand new things when doing my schoolwork.		
Strongly disagree	0	2
Disagree	3	2
Neither disagree nor agree	18	15
Agree	51	51
Strongly agree	27	30
I am always trying to do better in my schoolwork.		
Strongly disagree	1	2
Disagree	3	2
Neither disagree nor agree	16	14
Agree	50	44
Strongly agree	30	38

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	7
Disagree	30	21
Neither disagree nor agree	31	29
Agree	21	31
Strongly agree	9	12

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

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

Table A6.11

School Boredom and Value of School

	Grade 9 %	Grade 11 %
School boredom		
Low (0-3)	31	35
Moderate (4-6)	42	43
High (7-10)	27	22
Value of school		
High (0-3)	75	80
Moderate (4-6)	21	14
Low (7-10)	4	6

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	30	33
	Moderate Boredom	32	34
	High Boredom	13	14
Moderate Value	Moderate Boredom	10	9
	High Boredom	11	4
Low Value	High Boredom	3	5

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	55
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	1	4
Disagree	8	10
Neither disagree nor agree	31	29
Agree	44	41
Strongly agree	16	15
Parents feel welcome to participate at this school.		
Strongly disagree	2	4
Disagree	5	3
Neither disagree nor agree	35	37
Agree	41	38
Strongly agree	17	18
School staff take parent concerns seriously.		
Strongly disagree	3	3
Disagree	5	10
Neither disagree nor agree	38	36
Agree	43	37
Strongly agree	12	14

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	10	9
A little true	29	22
Pretty much true	38	35
Very much true	23	35

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	1	1
Disagree	4	4
Neither disagree nor agree	29	19
Agree	51	52
Strongly agree	14	24

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	82	85
Yes	18	15

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	92	97
Yes	8	3

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"	62	69
Each day I look forward to having a lot of fun.		
Not at all true	10	9
A little true	35	29
Pretty much true	38	39
Very much true	17	23
I usually expect to have a good day.		
Not at all true	9	9
A little true	31	24
Pretty much true	41	44
Very much true	19	23
Overall, I expect more good things to happen to me than bad things.		
Not at all true	10	9
A little true	19	15
Pretty much true	45	46
Very much true	25	30

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"	75	77
I would describe my satisfaction with...		
my family life as...		
Very dissatisfied	1	2
Dissatisfied	1	1
A little dissatisfied	6	3
A little satisfied	11	11
Satisfied	39	35
Very satisfied	42	48
my friendships as...		
Very dissatisfied	2	2
Dissatisfied	3	0
A little dissatisfied	4	6
A little satisfied	12	11
Satisfied	41	34
Very satisfied	38	46
my school experience as...		
Very dissatisfied	1	2
Dissatisfied	6	3
A little dissatisfied	8	5
A little satisfied	24	25
Satisfied	42	41
Very satisfied	19	23

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	2	3
Dissatisfied	6	3
A little dissatisfied	9	8
A little satisfied	18	15
Satisfied	38	41
Very satisfied	27	28
where I live as...		
Very dissatisfied	0	1
Dissatisfied	1	0
A little dissatisfied	1	2
A little satisfied	9	7
Satisfied	38	35
Very satisfied	51	55

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"	17	16
I had a hard time relaxing.		
Not at all true	48	39
A little true	35	40
Pretty much true	11	15
Very much true	6	5
I felt sad and down.		
Not at all true	41	39
A little true	38	42
Pretty much true	13	14
Very much true	7	5
I was easily irritated.		
Not at all true	42	38
A little true	37	39
Pretty much true	12	16
Very much true	9	7
It was hard for me to cope and I thought I would panic.		
Not at all true	68	69
A little true	21	21
Pretty much true	7	6
Very much true	5	4
It was hard for me to get excited about anything.		
Not at all true	66	70
A little true	20	24
Pretty much true	8	4
Very much true	6	2

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	45
Safe	53	45
Neither safe nor unsafe	9	9
Unsafe	4	1
Very unsafe	1	0

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

Table A8.2

Reasons for Harassment, Past 12 Months

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	90	94
1 time	3	3
2 or more times	7	3
Religion		
0 times	97	96
1 time	2	2
2 or more times	1	2
Gender		
0 times	95	99
1 time	2	0
2 or more times	3	1
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times	96	97
1 time	1	2
2 or more times	3	1
A physical or mental disability		
0 times	97	98
1 time	2	1
2 or more times	2	1
Any of the above five reasons	13	10
Any of the above five reasons (2 or more times)	11	7

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	95	98
1 time	2	1
2 or more times	4	1
Any other reason		
0 times	90	95
1 time	4	3
2 or more times	7	2
Any harassment	18	13

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"	11	8
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	94	97
1 time	2	3
2 to 3 times	3	0
4 or more times	1	1
been afraid of being beaten up?		
0 times	95	99
1 time	4	1
2 to 3 times	0	0
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	84	82
1 time	7	11
2 to 3 times	6	4
4 or more times	3	3
had sexual jokes, comments, or gestures made to you?		
0 times	86	90
1 time	6	5
2 to 3 times	4	2
4 or more times	5	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	94	97
1 time	4	2
2 to 3 times	1	1
4 or more times	1	0
been made fun of because of your looks or the way you talk?		
0 times	83	88
1 time	10	7
2 to 3 times	4	3
4 or more times	4	3
been made fun of, insulted, or called names?		
0 times	84	91
1 time	6	4
2 to 3 times	6	3
4 or more times	5	2
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? (Cyberbullying)		
0 times (never)	90	88
1 time	4	7
2 to 3 times	5	3
4 or more times	1	2

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	2
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	1	0
4 or more times	2	1
been offered, sold, or given an illegal drug?		
0 times	96	93
1 time	3	3
2 to 3 times	1	1
4 or more times	1	2
damaged school property on purpose?		
0 times	98	99
1 time	1	0
2 to 3 times	1	0
4 or more times	0	0
carried a gun?		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
carried any other weapon (such as a knife or club)?		
0 times	98	100
1 time	0	0
2 to 3 times	0	0
4 or more times	2	0

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

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

Table A8.5

Threats and Injuries with Weapons at School, Past 12 Months

	Grade 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	1	0
2 to 3 times	1	0
4 or more times	1	1
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	98	100
1 time	0	0
2 to 3 times	1	0
4 or more times	1	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	97	98
1 time	3	1
2 to 3 times	0	1
4 or more times	0	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	14	20	A9.2
Lifetime marijuana use	2	8	A9.2
Lifetime very drunk or high (7 or more times)	0	4	A9.7
Current alcohol or drug use[¶]	1	9	A9.5
Current marijuana use[¶]	1	3	A9.5
Current heavy drug use[¶]	1	2	A9.5
Current heavy alcohol use (binge drinking)[¶]	1	4	A9.5
Current alcohol or drug use on school property[¶]	1	1	A9.8
Harmfulness of occasional marijuana use[B]	48	35	A9.11
Difficulty of obtaining marijuana[C]	15	10	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	8	17
Marijuana	2	8
Inhalants	1	0
Cocaine, methamphetamine, or any amphetamines	0	0
Ecstasy, LSD, or other psychedelics	0	1
Prescription pain medication (opioids)	3	2
Cold/cough medicines or other over-the-counter medicines to get "high"	3	1
Any other drug, pill, or medicine to get "high"	0	1
Any of the above AOD use	14	20

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	92	83
1 time	3	1
2 to 3 times	2	4
4 or more times	2	11
Marijuana (smoke, vape, eat, or drink)		
0 times	98	92
1 time	1	2
2 to 3 times	0	1
4 or more times	1	5
Inhalants		
0 times	99	100
1 time	1	0
2 to 3 times	0	0
4 or more times	0	0
Cocaine, methamphetamine, or any amphetamines		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Ecstasy, LSD, or other psychedelics		
0 times	100	99
1 time	0	1
2 to 3 times	0	0
4 or more times	0	0
Prescription pain medication		
0 times	97	98
1 time	1	0
2 to 3 times	2	1
4 or more times	0	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	99
1 time	1	1
2 to 3 times	0	0
4 or more times	2	0
Any other drug, pill, or medicine to get "high" or for reasons other than medical		
0 times	100	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0

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	100	96
1 time	0	0
2 to 3 times	0	1
4 or more times	0	3
In a vaping device?		
0 times	100	95
1 time	0	2
2 to 3 times	0	1
4 or more times	0	3
Eat or drink it in products made with marijuana?		
0 times	100	94
1 time	0	1
2 to 3 times	0	2
4 or more times	0	3
Ever used marijuana in all three ways	0	3

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	7
Binge drinking (5 or more drinks in a row)	1	4
Marijuana (smoke, vape, eat, or drink)	1	3
Inhalants	0	1
Prescription drugs to get "high" or for reasons other than prescribed	0	0
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	1
Any drug use	1	5
Heavy drug use	1	2
Any AOD Use	1	9
Two or more substances at the same time	1	2

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	93
1 or 2 days	0	4
3 to 9 days	1	2
10 to 19 days	0	0
20 to 30 days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	99	96
1 or 2 days	1	2
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	97
1 or 2 days	0	2
3 to 9 days	0	2
10 to 19 days	0	0
20 to 30 days	1	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	99	91
1 to 2 times	1	5
3 to 6 times	0	2
7 or more times	0	2
"High" (loaded, stoned, or wasted) from using drugs		
0 times	98	93
1 to 2 times	1	2
3 to 6 times	0	2
7 or more times	0	3
Very drunk or "high" 7 or more times	0	4

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	100
1 to 2 days	0	0
3 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	99	99
1 to 2 days	0	0
3 or more days	1	0
Any other drug, pill, or medicine to get "high" or for reasons other than medical		
0 days	100	100
1 to 2 days	0	0
3 or more days	0	0
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	99	99
1 to 2 times	0	0
3 to 6 times	0	0
7 or more times	1	1

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	91
0 times	0	8
1 time	0	1
2 to 3 times	0	0
4 or more times	0	0
Marijuana		
Does not apply, don't use	99	95
0 times	1	5
1 time	0	0
2 to 3 times	0	0
4 or more times	1	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	39	30
Moderate	19	18
Slight	27	38
None	14	15
Alcohol - 5 or more drinks once or twice a week		
Great	63	59
Moderate	19	28
Slight	6	6
None	12	6
Marijuana - use occasionally		
Great	48	35
Moderate	31	33
Slight	10	21
None	11	11
Marijuana - use daily		
Great	79	69
Moderate	7	21
Slight	4	4
None	11	6

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	11	10
Fairly difficult	10	7
Fairly easy	18	20
Very easy	13	28
Don't know	48	36
Marijuana		
Very difficult	15	10
Fairly difficult	14	12
Fairly easy	12	15
Very easy	9	16
Don't know	51	46
Prescription drugs to get "high" or for reasons other than prescribed		
Very difficult	15	12
Fairly difficult	16	17
Fairly easy	11	9
Very easy	7	9
Don't know	51	52

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	0	4	A10.2
Current cigarette smoking[¶]	0	1	A10.5
Current cigarette smoking at school[¶]	0	0	A10.9
Ever tried smokeless tobacco	0	2	A10.2
Current smokeless tobacco use[¶]	0	1	A10.5
Current smokeless tobacco use at school[¶]	1	0	A10.9
Ever used vape products	1	7	A10.2
Current use of vape products[¶]	1	2	A10.5
Current tobacco vaping[¶]	0	2	A10.6
Current marijuana vaping[¶]	0	1	A10.6
Current vaping at school[¶]	1	1	A10.9
Lifetime tobacco use	1	7	A10.2
Current tobacco use [¶]	0	3	A10.8
Cessation Attempts			
Tried to quit smoking or vaping tobacco or nicotine	0	3	A10.14
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking[B]	45	35	A10.15
Harmfulness of smoking 1 or more packs/day[B]	77	77	A10.15
Harmfulness of vaping occasionally[B]	44	35	A10.16
Harmfulness of vaping several times a day[B]	82	82	A10.16
Difficulty of obtaining cigarettes[C]	12	10	A10.17
Difficulty of obtaining vape products[C]	10	9	A10.17
Anti-Tobacco Policy			
School bans tobacco use and vaping	52	68	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	100	96
1 time	0	1
2 to 3 times	0	0
4 or more times	0	3
Smokeless tobacco		
0 times	100	98
1 time	0	1
2 to 3 times	0	0
4 or more times	0	1
Vape products		
0 times	99	93
1 time	0	2
2 to 3 times	0	1
4 or more times	1	4
Lifetime tobacco use		
No	99	93
Yes	1	7

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	94
1 time	0	1
2 to 3 times	0	0
4 or more times	1	4
Vaped marijuana or THC		
0 times	99	95
1 time	0	0
2 to 3 times	0	0
4 or more times	1	4
Vaped other product		
0 times	100	98
1 time	0	1
2 to 3 times	0	0
4 or more times	0	0

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	93
Vaped tobacco or nicotine only	0	2
Vaped marijuana or THC only	0	1
Vaped tobacco/nicotine and marijuana/THC	1	4

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	1
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	0	1
Daily (20 or more days)	0	0
Vape products		
Any	1	2
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	100	98
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	1
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Vaped other product		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0

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	100	98
Vaped tobacco or nicotine only	0	1
Vaped marijuana or THC only	0	0
Vaped tobacco/nicotine and marijuana/THC	0	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	100	97
Yes	0	3

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

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

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

Table A10.9

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

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

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	99	99
Vaped tobacco or nicotine only	0	0
Vaped marijuana or THC only	0	0
Vaped tobacco/nicotine and marijuana/THC	1	0

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	99	99
Yes	1	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	96	98
1 day	1	1
2 days	1	1
3-9 days	1	0
10-19 days	1	0
20-30 days	1	0

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

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

Table A10.14

Cigarette Smoking and Vaping Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	99	95
0 times	0	2
1 time	0	1
2 to 3 times	0	2
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	45	35
Moderate	30	36
Slight	14	21
None	11	8
Smoke 1 or more packs of cigarettes each day		
Great	77	77
Moderate	10	13
Slight	3	3
None	11	6

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	44	35
Moderate	35	40
Slight	11	18
None	11	8
Vape tobacco or nicotine several times a day (100 puffs or more)		
Great	82	82
Moderate	5	9
Slight	3	3
None	11	6

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	12	10
Fairly difficult	13	11
Fairly easy	16	18
Very easy	8	16
Don't know	51	44
Vape products		
Very difficult	10	9
Fairly difficult	11	8
Fairly easy	18	19
Very easy	16	25
Don't know	46	39

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	5	4
Yes	52	68
Don't know	44	27

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

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

11. Other Health Risks

Table A11.1
Gang Involvement

	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	78	84
Black or African American		
Hispanic or Latino/a	66	67
Native Hawaiian or Pacific Islander		
White	73	86
Multiracial	78	81
Something else		
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	72	81
Black or African American		
Hispanic or Latino/a	67	75
Native Hawaiian or Pacific Islander		
White	74	79
Multiracial	84	76
Something else		

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
School is really boring[±]		
American Indian or Alaska Native		
Asian or Asian American	27	17
Black or African American		
Hispanic or Latino/a	36	19
Native Hawaiian or Pacific Islander		
White	26	22
Multiracial	19	33
Something else		
School is worthless and a waste of time[±]		
American Indian or Alaska Native		
Asian or Asian American	3	7
Black or African American		
Hispanic or Latino/a	3	8
Native Hawaiian or Pacific Islander		
White	7	5
Multiracial	4	0
Something else		
Current absenteeism (≥3 times)[¶]		
American Indian or Alaska Native		
Asian or Asian American	8	7
Black or African American		
Hispanic or Latino/a	9	14
Native Hawaiian or Pacific Islander		
White	7	16
Multiracial	4	5
Something else		

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

[±]*Rating of 7 or higher.*

[¶]*Past 30 days.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Trouble focusing on schoolwork[σ]		
American Indian or Alaska Native		
Asian or Asian American	31	37
Black or African American		
Hispanic or Latino/a	44	36
Native Hawaiian or Pacific Islander		
White	29	49
Multiracial	15	47
Something else		
Caring adult relationships[‡]		
American Indian or Alaska Native		
Asian or Asian American	69	82
Black or African American		
Hispanic or Latino/a	69	82
Native Hawaiian or Pacific Islander		
White	79	87
Multiracial	73	90
Something else		
High expectations[‡]		
American Indian or Alaska Native		
Asian or Asian American	79	86
Black or African American		
Hispanic or Latino/a	76	83
Native Hawaiian or Pacific Islander		
White	88	91
Multiracial	84	90
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	41	41
Black or African American		
Hispanic or Latino/a	34	30
Native Hawaiian or Pacific Islander		
White	39	43
Multiracial	41	42
Something else		
Facilities upkeep$^{\sigma}$		
American Indian or Alaska Native		
Asian or Asian American	65	74
Black or African American		
Hispanic or Latino/a	61	68
Native Hawaiian or Pacific Islander		
White	69	82
Multiracial	78	78
Something else		
Promotion of parental involvement in school†		
American Indian or Alaska Native		
Asian or Asian American	61	58
Black or African American		
Hispanic or Latino/a	57	49
Native Hawaiian or Pacific Islander		
White	60	51
Multiracial	51	57
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.*

$^{\sigma}$ *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	86	88
Black or African American		
Hispanic or Latino/a	84	88
Native Hawaiian or Pacific Islander		
White	92	93
Multiracial	93	86
Something else		
Experienced harassment due to five reasons[λ§]		
American Indian or Alaska Native		
Asian or Asian American	11	10
Black or African American		
Hispanic or Latino/a	16	4
Native Hawaiian or Pacific Islander		
White	12	12
Multiracial	19	9
Something else		
Experienced any harassment or bullying[§]		
American Indian or Alaska Native		
Asian or Asian American	20	13
Black or African American		
Hispanic or Latino/a	16	8
Native Hawaiian or Pacific Islander		
White	15	16
Multiracial	19	12
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	15	14
Black or African American		
Hispanic or Latino/a	19	21
Native Hawaiian or Pacific Islander		
White	16	21
Multiracial	12	21
Something else		
Been afraid of being beaten up[§]		
American Indian or Alaska Native		
Asian or Asian American	8	1
Black or African American		
Hispanic or Latino/a	6	0
Native Hawaiian or Pacific Islander		
White	0	1
Multiracial	0	3
Something else		
Been in a physical fight[§]		
American Indian or Alaska Native		
Asian or Asian American	3	0
Black or African American		
Hispanic or Latino/a	6	0
Native Hawaiian or Pacific Islander		
White	2	3
Multiracial	4	0
Something else		

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

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

	Grade 9 %	Grade 11 %
Seen a weapon on campus[§]		
American Indian or Alaska Native		
Asian or Asian American	3	1
Black or African American		
Hispanic or Latino/a	6	0
Native Hawaiian or Pacific Islander		
White	0	3
Multiracial	0	3
Something else		

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	13
Black or African American		
Hispanic or Latino/a	10	17
Native Hawaiian or Pacific Islander		
White	10	11
Multiracial	15	9
Something else		

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	1	5
Black or African American		
Hispanic or Latino/a	3	8
Native Hawaiian or Pacific Islander		
White	0	12
Multiracial	0	12
Something else		
Current tobacco use¶		
American Indian or Alaska Native		
Asian or Asian American	0	4
Black or African American		
Hispanic or Latino/a	3	8
Native Hawaiian or Pacific Islander		
White	0	1
Multiracial	0	0
Something else		
Current marijuana use¶		
American Indian or Alaska Native		
Asian or Asian American	0	3
Black or African American		
Hispanic or Latino/a	3	4
Native Hawaiian or Pacific Islander		
White	0	3
Multiracial	0	3
Something else		

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

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

	Grade 9 %	Grade 11 %
Current binge drinking¶		
American Indian or Alaska Native		
Asian or Asian American	0	4
Black or African American		
Hispanic or Latino/a	3	4
Native Hawaiian or Pacific Islander		
White	0	3
Multiracial	0	6
Something else		
Very drunk or "high" 7 or more times, ever		
American Indian or Alaska Native		
Asian or Asian American	0	2
Black or African American		
Hispanic or Latino/a	3	12
Native Hawaiian or Pacific Islander		
White	0	5
Multiracial	0	0
Something else		
Been drunk or "high" on drugs at school, ever		
American Indian or Alaska Native		
Asian or Asian American	0	1
Black or African American		
Hispanic or Latino/a	3	0
Native Hawaiian or Pacific Islander		
White	2	1
Multiracial	0	0
Something else		

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

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Current alcohol use¶		
American Indian or Alaska Native		
Asian or Asian American	0	5
Black or African American		
Hispanic or Latino/a	3	4
Native Hawaiian or Pacific Islander		
White	0	9
Multiracial	0	6
Something else		
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	4
Native Hawaiian or Pacific Islander		
White	0	0
Multiracial	0	0
Something else		
Current cigarette smoking¶		
American Indian or Alaska Native		
Asian or Asian American	0	1
Black or African American		
Hispanic or Latino/a	0	4
Native Hawaiian or Pacific Islander		
White	0	1
Multiracial	0	0
Something else		

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

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

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	84	67
Black or African American		
Hispanic or Latino/a	67	55
Native Hawaiian or Pacific Islander		
White	73	64
Multiracial	89	81
Something else		
Bedtime (at 12 am or later)		
American Indian or Alaska Native		
Asian or Asian American	26	64
Black or African American		
Hispanic or Latino/a	15	41
Native Hawaiian or Pacific Islander		
White	15	48
Multiracial	4	38
Something else		

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	16	16
Black or African American		
Hispanic or Latino/a	28	14
Native Hawaiian or Pacific Islander		
White	19	15
Multiracial	5	20
Something else		
Experienced chronic sadness/hopelessness[§]		
American Indian or Alaska Native		
Asian or Asian American	18	15
Black or African American		
Hispanic or Latino/a	26	24
Native Hawaiian or Pacific Islander		
White	15	7
Multiracial	12	24
Something else		
Considered suicide[§]		
American Indian or Alaska Native		
Asian or Asian American	10	7
Black or African American		
Hispanic or Latino/a	16	0
Native Hawaiian or Pacific Islander		
White	2	1
Multiracial	0	0
Something else		

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

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

[§] *Past 12 months.*

Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Optimism‡		
American Indian or Alaska Native		
Asian or Asian American	60	66
Black or African American		
Hispanic or Latino/a	63	64
Native Hawaiian or Pacific Islander		
White	57	76
Multiracial	78	65
Something else		
Life satisfaction∓		
American Indian or Alaska Native		
Asian or Asian American	74	77
Black or African American		
Hispanic or Latino/a	63	78
Native Hawaiian or Pacific Islander		
White	81	81
Multiracial	84	74
Something else		

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

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

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

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

	Grade 9	Grade 11
California Student Wellness Index[õ]		
American Indian or Alaska Native		
Asian or Asian American	106.0	107.0
Black or African American		
Hispanic or Latino/a	102.8	107.5
Native Hawaiian or Pacific Islander		
White	107.7	109.5
Multiracial	112.0	106.7
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	78	81
Female	71	84
Nonbinary		
Something else		
School Connectedness[†ψ] ***(Remote Only)***		
Male		
Female		
Nonbinary		
Something else		
Academic Motivation[†]		
Male	70	75
Female	77	82
Nonbinary		
Something else		
School is really boring[±]		
Male	33	33
Female	21	12
Nonbinary		
Something else		
School is worthless and a waste of time[±]		
Male	8	11
Female	0	2
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	14
Female	10	9
Nonbinary		
Something else		
Trouble focusing on schoolwork[σ]		
Male	27	44
Female	33	41
Nonbinary		
Something else		
Caring adult relationships[‡]		
Male	74	85
Female	68	86
Nonbinary		
Something else		
High expectations[‡]		
Male	83	85
Female	80	93
Nonbinary		
Something else		
Meaningful participation[‡]		
Male	41	40
Female	37	43
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	59	71
Female	72	83
Nonbinary		
Something else		
Promotion of parental involvement in school[†]		
Male	61	60
Female	56	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	90	91
Female	85	91
Nonbinary		
Something else		
Experienced harassment due to five reasons[λ§]		
Male	10	14
Female	16	6
Nonbinary		
Something else		
Experienced any harassment or bullying[§]		
Male	14	17
Female	22	10
Nonbinary		
Something else		
Had mean rumors or lies spread about you[§]		
Male	10	17
Female	21	18
Nonbinary		
Something else		
Been afraid of being beaten up[§]		
Male	3	1
Female	7	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	3	1
Female	3	1
Nonbinary		
Something else		
Seen a weapon on campus[§]		
Male	2	3
Female	3	1
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	8	11
Female	12	12
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	8
Female	0	9
Nonbinary		
Something else		
Current tobacco use¶		
Male	1	2
Female	0	3
Nonbinary		
Something else		
Current marijuana use¶		
Male	1	3
Female	0	3
Nonbinary		
Something else		
Current binge drinking¶		
Male	1	3
Female	0	4
Nonbinary		
Something else		
Very drunk or "high" 7 or more times, ever		
Male	1	2
Female	0	5
Nonbinary		
Something else		
Been drunk or "high" on drugs at school, ever		
Male	2	2
Female	0	1
Nonbinary		
Something else		

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

Table A13.4
Substance Use by Gender – Continued

	Grade 9 %	Grade 11 %
Current alcohol use¶		
Male	1	6
Female	0	8
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	2
Nonbinary		
Something else		
Current use of vape products¶		
Male	1	1
Female	1	2
Nonbinary		
Something else		
Current tobacco vaping¶		
Male	1	1
Female	0	2
Nonbinary		
Something else		
Current marijuana vaping¶		
Male	1	1
Female	0	2
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	83	66
Female	72	68
Nonbinary		
Something else		
Bedtime (at 12 am or later)		
Male	14	50
Female	22	53
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	9	11
Female	22	19
Nonbinary		
Something else		
Experienced chronic sadness/hopelessness§		
Male	10	12
Female	24	15
Nonbinary		
Something else		
Considered suicide§		
Male	3	3
Female	9	4
Nonbinary		
Something else		
Optimism‡		
Male	64	67
Female	62	72
Nonbinary		
Something else		
Life satisfaction∓		
Male	79	74
Female	73	81
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	110.5	108.9
Female	104.4	107.5
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	75	84
Don't know	60	
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	79
Don't know	35	
School is really boring[±]		
Less than high school		
High school graduate		
Some college		
College degree	25	22
Don't know	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 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	4	5
Don't know	10	
Current absenteeism (≥3 times)[¶]		
Less than high school		10
High school graduate		
Some college		
College degree	8	12
Don't know	20	
Trouble focusing on schoolwork[σ]		
Less than high school		
High school graduate		
Some college		
College degree	29	44
Don't know		
Caring adult relationships[‡]		
Less than high school		
High school graduate		
Some college		
College degree	72	86
Don't know	62	

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	81	89
Don't know	77	
Meaningful participation[‡]		
Less than high school		
High school graduate		
Some college		
College degree	40	42
Don't know	18	
Facilities upkeep[σ]		
Less than high school		
High school graduate		
Some college		
College degree	69	77
Don't know	40	
Promotion of parental involvement in school[†]		
Less than high school		
High school graduate		
Some college		
College degree	58	55
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	86	90
Don't know		
Experienced harassment due to five reasons[λ§]		
Less than high school		
High school graduate		
Some college		
College degree	13	10
Don't know		
Experienced any harassment or bullying[§]		
Less than high school		
High school graduate		
Some college		
College degree	18	14
Don't know		
Had mean rumors or lies spread about you[§]		
Less than high school		
High school graduate		
Some college		
College degree	16	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	5	1
Don't know		
Been in a physical fight[§]		
Less than high school		
High school graduate		
Some college		
College degree	2	1
Don't know		
Seen a weapon on campus[§]		
Less than high school		
High school graduate		
Some college		
College degree	2	2
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	9
Don't know		
Current tobacco use¶		
Less than high school		
High school graduate		
Some college		
College degree	0	3
Don't know		
Current marijuana use¶		
Less than high school		
High school graduate		
Some college		
College degree	0	3
Don't know		
Current binge drinking¶		
Less than high school		
High school graduate		
Some college		
College degree	0	4
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	4
Don't know		
Been drunk or "high" on drugs at school, ever		
Less than high school		
High school graduate		
Some college		
College degree	1	1
Don't know		
Current alcohol use¶		
Less than high school		
High school graduate		
Some college		
College degree	0	7
Don't know		
Current alcohol use at school¶		
Less than high school		
High school graduate		
Some college		
College degree	0	0
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	1
Don't know		
Current use of vape products¶		
Less than high school		
High school graduate		
Some college		
College degree	0	2
Don't know		
Current tobacco vaping¶		
Less than high school		
High school graduate		
Some college		
College degree	0	2
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		60
High school graduate		
Some college		
College degree	81	67
Don’t know	60	
Bedtime (at 12 am or later)		
Less than high school		20
High school graduate		
Some college		
College degree	18	52
Don’t know	20	

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	16	16
Don't know		
Experienced chronic sadness/hopelessness[§]		
Less than high school		
High school graduate		
Some college		
College degree	19	13
Don't know		
Considered suicide[§]		
Less than high school		
High school graduate		
Some college		
College degree	8	3
Don't know		
Optimism[‡]		
Less than high school		
High school graduate		
Some college		
College degree	63	70
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	77	77
Don't know		

	Grade 9	Grade 11
California Student Wellness Indexõ		
Less than high school		
High school graduate		
Some college		
College degree	107.3	107.6
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.

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.

15. English Learner Breakdowns

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

	Grade 9 %	Grade 11 %
School Connectedness[†]		
Not English learner	74	82
English learner		
Don't know	70	
School Connectedness[†ψ] ***(Remote Only)***		
Not English learner		
English learner		
Don't know		
Academic Motivation[†]		
Not English learner	76	78
English learner		
Don't know	44	
School is really boring[±]		
Not English learner	26	23
English learner		
Don't know	38	
School is worthless and a waste of time[±]		
Not English learner	4	6
English learner		
Don't know	0	
Current absenteeism (≥3 times)[¶]		
Not English learner	8	11
English learner		
Don't know	19	

Notes: Cells are empty if there are less than 10 respondents.
[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
[ψ] *The scale was based on four questions for remote respondents.*
[±] *Rating of 7 or higher.*
[¶] *Past 30 days.*

Table A15.1

School Engagement and Supports by English Learner Status – Continued

	Grade 9 %	Grade 11 %
Trouble focusing on schoolwork[σ]		
Not English learner	31	43
English learner		
Don't know	25	
Caring adult relationships[‡]		
Not English learner	72	86
English learner		
Don't know	67	
High expectations[‡]		
Not English learner	82	88
English learner		
Don't know	73	
Meaningful participation[‡]		
Not English learner	39	41
English learner		
Don't know	31	
Facilities upkeep[σ]		
Not English learner	66	77
English learner		
Don't know	62	
Promotion of parental involvement in school[†]		
Not English learner	58	55
English learner		
Don't know	42	

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

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

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

Table A15.2
School Safety by English Learner Status

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Not English learner	87	90
English learner		
Don't know	75	
Experienced harassment due to five reasons[λ§]		
Not English learner	14	9
English learner		
Don't know	0	
Experienced any harassment or bullying[§]		
Not English learner	19	12
English learner		
Don't know	6	
Had mean rumors or lies spread about you[§]		
Not English learner	16	18
English learner		
Don't know	12	
Been afraid of being beaten up[§]		
Not English learner	5	1
English learner		
Don't know	6	
Been in a physical fight[§]		
Not English learner	3	1
English learner		
Don't know	0	
Seen a weapon on campus[§]		
Not English learner	2	2
English learner		
Don't know	0	

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	10	12
English learner		
Don't know	6	

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	1	9
English learner		
Don't know	0	
Current alcohol or drug use[¶]		
Not English learner	1	3
English learner		
Don't know	0	
Current marijuana use[¶]		
Not English learner	1	3
English learner		
Don't know	0	
Current binge drinking[¶]		
Not English learner	1	4
English learner		
Don't know	0	
Very drunk or "high" 7 or more times, ever		
Not English learner	1	4
English learner		
Don't know	0	

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	1	1
English learner		
Don't know	0	
Current alcohol use¶		
Not English learner	1	7
English learner		
Don't know	0	
Current alcohol use at school¶		
Not English learner	0	0
English learner		
Don't know	0	
Current cigarette smoking¶		
Not English learner	0	1
English learner		
Don't know	0	
Current use of vape products¶		
Not English learner	1	2
English learner		
Don't know	6	
Current tobacco vaping¶		
Not English learner	1	2
English learner		
Don't know	0	
Current marijuana vaping¶		
Not English learner	1	1
English learner		
Don't know	0	

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

¶*Past 30 days.*

Table A15.5

Health Routines by English Learner Status

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
Not English learner	78	66
English learner		
Don't know	75	
Bedtime (at 12 am or later)		
Not English learner	20	52
English learner		
Don't know	6	

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	16	16
English learner		
Don't know	15	
Experienced chronic sadness/hopelessness§		
Not English learner	18	14
English learner		
Don't know	12	
Considered suicide§		
Not English learner	6	3
English learner		
Don't know	12	
Optimism‡		
Not English learner	62	69
English learner		
Don't know	53	
Life satisfaction∓		
Not English learner	75	77
English learner		
Don't know	73	

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	106.9	107.7
English learner		
Don't know	107.8	

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	74	82
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	76	78
Less than 7 years (EL)		
7 years or more (LTEL)		
School is really boring[±]		
Not currently in English Learner Program	26	23
Less than 7 years (EL)		
7 years or more (LTEL)		
School is worthless and a waste of time[±]		
Not currently in English Learner Program	4	6
Less than 7 years (EL)		
7 years or more (LTEL)		
Current absenteeism (≥3 times)[¶]		
Not currently in English Learner Program	8	11
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	31	43
Less than 7 years (EL)		
7 years or more (LTEL)		
Caring adult relationships[‡]		
Not currently in English Learner Program	72	86
Less than 7 years (EL)		
7 years or more (LTEL)		
High expectations[‡]		
Not currently in English Learner Program	82	88
Less than 7 years (EL)		
7 years or more (LTEL)		
Meaningful participation[‡]		
Not currently in English Learner Program	39	41
Less than 7 years (EL)		
7 years or more (LTEL)		
Facilities upkeep[σ]		
Not currently in English Learner Program	66	77
Less than 7 years (EL)		
7 years or more (LTEL)		
Promotion of parental involvement in school[†]		
Not currently in English Learner Program	58	55
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	87	90
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced harassment due to five reasons[λ§]		
Not currently in English Learner Program	14	9
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced any harassment or bullying[§]		
Not currently in English Learner Program	19	12
Less than 7 years (EL)		
7 years or more (LTEL)		
Had mean rumors or lies spread about you[§]		
Not currently in English Learner Program	16	18
Less than 7 years (EL)		
7 years or more (LTEL)		
Been afraid of being beaten up[§]		
Not currently in English Learner Program	5	1
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	2	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	10	12
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	1	9
Less than 7 years (EL)		
7 years or more (LTEL)		
Current tobacco use[¶]		
Not currently in English Learner Program	1	3
Less than 7 years (EL)		
7 years or more (LTEL)		
Current marijuana use[¶]		
Not currently in English Learner Program	1	3
Less than 7 years (EL)		
7 years or more (LTEL)		
Current binge drinking[¶]		
Not currently in English Learner Program	1	4
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	1	4
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	1	1
Less than 7 years (EL)		
7 years or more (LTEL)		
Current alcohol use¶		
Not currently in English Learner Program	1	7
Less than 7 years (EL)		
7 years or more (LTEL)		
Current alcohol use at school¶		
Not currently in English Learner Program	0	0
Less than 7 years (EL)		
7 years or more (LTEL)		
Current cigarette smoking¶		
Not currently in English Learner Program	0	1
Less than 7 years (EL)		
7 years or more (LTEL)		
Current use of vape products¶		
Not currently in English Learner Program	1	2
Less than 7 years (EL)		
7 years or more (LTEL)		
Current tobacco vaping¶		
Not currently in English Learner Program	1	2
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	66
Less than 7 years (EL)		
7 years or more (LTEL)		
Bedtime (at 12 am or later)		
Not currently in English Learner Program	20	52
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	16	16
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced chronic sadness/hopelessness§		
Not currently in English Learner Program	18	14
Less than 7 years (EL)		
7 years or more (LTEL)		
Considered suicide§		
Not currently in English Learner Program	6	3
Less than 7 years (EL)		
7 years or more (LTEL)		
Optimism‡		
Not currently in English Learner Program	62	69
Less than 7 years (EL)		
7 years or more (LTEL)		
Life satisfaction∓		
Not currently in English Learner Program	75	77
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	106.9	107.7
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	78	86
IEP	49	61
Don't know	55	
Prefer not to say		
School Connectedness[†ψ] ***(Remote Only)***		
No IEP		
IEP		
Don't know		
Prefer not to say		
Academic Motivation[†]		
No IEP	77	80
IEP	55	74
Don't know	61	
Prefer not to say		
School is really boring[±]		
No IEP	25	22
IEP	44	29
Don't know	36	
Prefer not to say		
School is worthless and a waste of time[±]		
No IEP	3	5
IEP	11	14
Don't know	9	
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	8	11
IEP	21	5
Don't know	0	
Prefer not to say		
Trouble focusing on schoolwork$^{\sigma}$		
No IEP	28	41
IEP	44	50
Don't know	36	
Prefer not to say		
Caring adult relationships‡		
No IEP	74	86
IEP	70	80
Don't know	42	
Prefer not to say		
High expectations‡		
No IEP	83	89
IEP	75	86
Don't know	61	
Prefer not to say		
Meaningful participation‡		
No IEP	41	41
IEP	25	42
Don't know	25	
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	68	80
IEP	42	59
Don't know	64	
Prefer not to say		
Promotion of parental involvement in school[†]		
No IEP	59	58
IEP	44	38
Don't know	58	
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	88	91
IEP	75	81
Don't know	82	
Prefer not to say		
Experienced harassment due to five reasons[λ§]		
No IEP	11	9
IEP	31	14
Don't know	18	
Prefer not to say		
Experienced any harassment or bullying[§]		
No IEP	16	12
IEP	38	25
Don't know	18	
Prefer not to say		
Had mean rumors or lies spread about you[§]		
No IEP	15	16
IEP	19	17
Don't know	27	
Prefer not to say		
Been afraid of being beaten up[§]		
No IEP	5	1
IEP	6	0
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	1	1
IEP	12	0
Don't know	18	
Prefer not to say		
Seen a weapon on campus[§]		
No IEP	2	2
IEP	0	3
Don't know	9	
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	9	11
IEP	6	18
Don't know	27	
Prefer not to say		

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

[§]Past 12 months.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
No IEP	1	10
IEP	6	3
Don't know	0	
Prefer not to say		
Current tobacco use¶		
No IEP	0	3
IEP	6	0
Don't know	0	
Prefer not to say		
Current marijuana use¶		
No IEP	0	4
IEP	6	0
Don't know	0	
Prefer not to say		
Current binge drinking¶		
No IEP	0	4
IEP	6	0
Don't know	0	
Prefer not to say		
Very drunk or "high" 7 or more times, ever		
No IEP	0	5
IEP	6	0
Don't know	0	
Prefer not to say		
Been drunk or "high" on drugs at school, ever		
No IEP	0	1
IEP	6	0
Don't know	9	
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	0	7
IEP	6	0
Don't know	0	
Prefer not to say		
Current alcohol use at school¶		
No IEP	0	0
IEP	0	0
Don't know	0	
Prefer not to say		
Current cigarette smoking¶		
No IEP	0	1
IEP	0	0
Don't know	0	
Prefer not to say		
Current use of vape products¶		
No IEP	1	2
IEP	6	0
Don't know	0	
Prefer not to say		
Current tobacco vaping¶		
No IEP	0	2
IEP	6	0
Don't know	0	
Prefer not to say		
Current marijuana vaping¶		
No IEP	0	1
IEP	6	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	78	69
IEP	84	62
Don't know	55	
Prefer not to say		
Bedtime (at 12 am or later)		
No IEP	19	52
IEP	26	49
Don't know	0	
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)[ǁ]		
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.*

[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 A17.7

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

	Grade 9 %	Grade 11 %
Social emotional distress‡		
No IEP	15	15
IEP	35	20
Don't know	22	
Prefer not to say		
Experienced chronic sadness/hopelessness§		
No IEP	15	13
IEP	50	21
Don't know	27	
Prefer not to say		
Considered suicide§		
No IEP	7	2
IEP	12	4
Don't know	18	
Prefer not to say		
Optimism‡		
No IEP	64	71
IEP	27	56
Don't know	76	
Prefer not to say		
Life satisfaction∓		
No IEP	78	79
IEP	63	69
Don't know	51	
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	107.9	108.6
IEP	100.2	103.5
Don't know	100.5	
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	74	82
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	79
Foster home		
Homeless		
Other living arrangement		
School is really boring[±]		
Home with one or more parent or guardian	28	22
Foster home		
Homeless		
Other living arrangement		
School is worthless and a waste of time[±]		
Home with one or more parent or guardian	4	6
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	8	11
Foster home		
Homeless		
Other living arrangement		
Trouble focusing on schoolwork[σ]		
Home with one or more parent or guardian	29	42
Foster home		
Homeless		
Other living arrangement		
Caring adult relationships[‡]		
Home with one or more parent or guardian	71	85
Foster home		
Homeless		
Other living arrangement		
High expectations[‡]		
Home with one or more parent or guardian	81	88
Foster home		
Homeless		
Other living arrangement		
Meaningful participation[‡]		
Home with one or more parent or guardian	39	41
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	67	77
Foster home		
Homeless		
Other living arrangement		
Promotion of parental involvement in school[†]		
Home with one or more parent or guardian	58	55
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	87	90
Foster home		
Homeless		
Other living arrangement		
Experienced harassment due to five reasons[λ§]		
Home with one or more parent or guardian	13	9
Foster home		
Homeless		
Other living arrangement		
Experienced any harassment or bullying[§]		
Home with one or more parent or guardian	17	13
Foster home		
Homeless		
Other living arrangement		
Had mean rumors or lies spread about you[§]		
Home with one or more parent or guardian	15	18
Foster home		
Homeless		
Other living arrangement		
Been afraid of being beaten up[§]		
Home with one or more parent or guardian	5	1
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	2	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	9	12
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	1	9
Foster home		
Homeless		
Other living arrangement		
Current tobacco use¶		
Home with one or more parent or guardian	1	3
Foster home		
Homeless		
Other living arrangement		
Current marijuana use¶		
Home with one or more parent or guardian	1	3
Foster home		
Homeless		
Other living arrangement		
Current binge drinking¶		
Home with one or more parent or guardian	1	4
Foster home		
Homeless		
Other living arrangement		
Very drunk or "high" 7 or more times, ever		
Home with one or more parent or guardian	1	4
Foster home		
Homeless		
Other living arrangement		
Been drunk or "high" on drugs at school, ever		
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 A18.4
Substance Use by Living Situation – Continued

	Grade 9 %	Grade 11 %
Current alcohol use¶		
Home with one or more parent or guardian	1	7
Foster home		
Homeless		
Other living arrangement		
Current alcohol use at school¶		
Home with one or more parent or guardian	0	0
Foster home		
Homeless		
Other living arrangement		
Current cigarette smoking¶		
Home with one or more parent or guardian	0	1
Foster home		
Homeless		
Other living arrangement		
Current use of vape products¶		
Home with one or more parent or guardian	1	2
Foster home		
Homeless		
Other living arrangement		
Current tobacco vaping¶		
Home with one or more parent or guardian	1	2
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	78	68
Foster home		
Homeless		
Other living arrangement		
Bedtime (at 12 am or later)		
Home with one or more parent or guardian	17	52
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)[‖]		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Interest in schoolwork done from home[σ]		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Meaningful opportunities[θ]		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

[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	16
Foster home		
Homeless		
Other living arrangement		
Experienced chronic sadness/hopelessness§		
Home with one or more parent or guardian	17	14
Foster home		
Homeless		
Other living arrangement		
Considered suicide§		
Home with one or more parent or guardian	7	3
Foster home		
Homeless		
Other living arrangement		
Optimism‡		
Home with one or more parent or guardian	62	69
Foster home		
Homeless		
Other living arrangement		
Life satisfaction∓		
Home with one or more parent or guardian	76	78
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	107.2	107.9
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	428	462
Final number	194	234
Response Rate	45%	51%

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	4	2	3
A Little True	15	17	16
Pretty Much True	44	39	41
Very Much True	37	43	40

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	3	3
A Little True	12	9	10
Pretty Much True	37	31	34
Very Much True	47	57	53

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	4	4
A Little True	11	10	10
Pretty Much True	39	31	34
Very Much True	46	55	51

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	8	6	7
A Little True	16	11	13
Pretty Much True	31	27	29
Very Much True	46	57	52

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	7	5	6
A Little True	13	10	12
Pretty Much True	33	30	31
Very Much True	47	54	51

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	1	2	1
A Little True	4	4	4
Pretty Much True	28	21	24
Very Much True	67	73	71

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	5	3	4
A Little True	9	10	10
Pretty Much True	29	23	26
Very Much True	57	64	61

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	5	5
A Little True	11	9	10
Pretty Much True	33	21	27
Very Much True	52	64	58

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	13	12	13
Almost always (5–6 days each week)	54	39	46
Sometimes (3–4 days each week)	27	36	32
Almost never (1–2 days each week)	4	8	6
Never	1	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	31	20	25
A little	36	41	39
Somewhat	22	28	25
Much	8	7	8
Very much interfering	3	4	4

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	24	12	17
Disagree	23	18	20
Mildly Disagree	11	19	15
Mildly Agree	29	32	31
Agree	11	14	12
Strongly Agree	3	6	4

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	13	5	9
Disagree	13	10	11
Mildly Disagree	16	12	14
Mildly Agree	30	25	27
Agree	20	31	26
Strongly Agree	8	18	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	19	9	14
Disagree	19	16	18
Mildly Disagree	18	12	14
Mildly Agree	27	33	30
Agree	13	20	17
Strongly Agree	5	10	7

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	26	14	19
Disagree	30	22	26
Mildly Disagree	15	17	16
Mildly Agree	16	25	21
Agree	8	16	12
Strongly Agree	5	6	6

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.	12	12	12
Less than 1 hour per day	23	20	21
1 hour per day	14	21	18
2 hours per day	23	23	23
3 hours per day	18	12	15
4 hours per day	4	8	6
5 or more hours per day	6	5	6

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	8	8	8
Disagree	8	10	9
Neither disagree nor agree	31	23	27
Agree	39	42	41
Strongly agree	15	17	16

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	59	76	68
Safe	37	22	29
Neither safe nor unsafe	3	2	3
Unsafe	1	0	0
Very unsafe	1	0	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	3	3	3
Yes, some of the time	21	14	17
Yes, most of the time	47	44	46
Yes, all of the time	29	39	34

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	97	96	97
1 day	1	2	2
2 or 3 days	1	0	0
4 or more days	2	1	1

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	94	97	96
Yes	6	3	4

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	99	100	99
1 time	1	0	0
2 or 3 times	1	0	0

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.	94	95	95
No	6	5	5

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.	98	95	96
No	2	5	4

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.

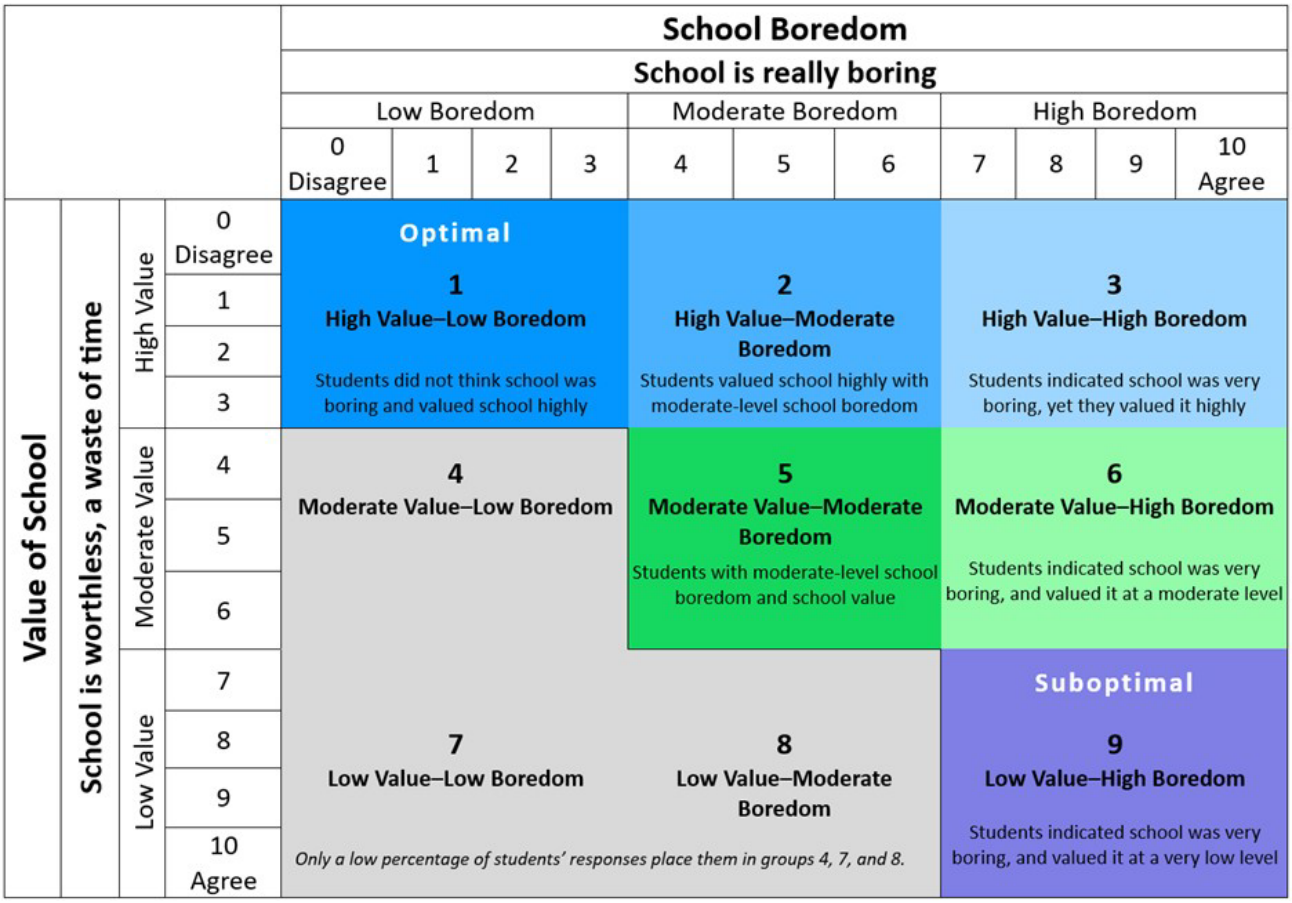
School Boredom – School Value

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