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SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Marin County Secondary 2023–2025 Main Report

California Department of EDUCATION

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2023–24 and 2024–25 *California Healthy Kids Survey* (CHKS) for schools within this county. 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 lists the districts that administered the survey in the county and their response rates, and 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 contains 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 districts in the county.

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 reports the number of districts, schools, and total responses for students who completed the survey.
- All the districts serving secondary grades in the county that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey are displayed in the appendix.

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 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.

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 the appendix 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 school districts in your county have 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 districts did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results**. Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders if your districts also administered the CHKS at this school level. 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 county 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 County 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 county 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 county results can provide some context for your results, but the most important consideration is what your own results say about the students in your county/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.

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 districts within a county. 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)	X
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
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	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT[A]
Number of districts	9	4	4	–
Number of schools	13	10	10	–
Number of students	1,619	1,991	1,885	–

Note: [A]NT includes continuation, community day, and other alternative school types.

Table A1.2
Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	1,602	1,962	1,850	–
Remote learning only	17	29	35	–

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness†	65	66	64	–	A6.4
School connectedness†ψ ***(Remote Only)***	54	53	65	–	A6.4
Academic motivation†	68	64	63	–	A6.4
School is really boring±	36	36	39	–	A6.11
School is worthless and a waste of time±	11	17	15	–	A6.11
Current absenteeism (≥3 times)¶	15	18	23	–	A6.2
Trouble focusing on schoolwork$^{\sigma}$	33	48	49	–	A6.10
Caring adult relationships‡	66	66	71	–	A6.4
High expectations‡	78	75	80	–	A6.4
Meaningful participation‡	34	28	33	–	A6.4
Facilities upkeep$^{\sigma}$	46	59	54	–	A6.15
Promotion of parental involvement in school†	62	56	53	–	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe	67	71	76	–	A8.1
Experienced any harassment or bullying§	33	26	28	–	A8.2
Had mean rumors or lies spread about you§	40	23	26	–	A8.3
Been afraid of being beaten up§	19	11	6	–	A8.3
Been in a physical fight§	12	5	5	–	A8.4
Seen a weapon on campus§	10	11	8	–	A8.6
Cyberbullying§	29	22	21	–	A8.3

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

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

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use[¶]	5	20	33	–	A9.5
Current tobacco use[¶]	1	8	14	–	A10.8
Current marijuana use[¶]	1	9	22	–	A9.5
Current binge drinking[¶]	1	5	16	–	A9.5
Very drunk or "high" 7 or more times, ever	0	11	21	–	A9.7
Been drunk or "high" on drugs at school, ever	1	10	12	–	A9.9
Current cigarette smoking[¶]	1	2	8	–	A10.5
Current use of vape products[¶]	2	10	14	–	A10.6
Current tobacco vaping[¶]	1	7	11	–	A10.6
Current marijuana vaping[¶]	1	7	10	–	A10.6
Health Routines					
Eating of breakfast[|]	72	70	60	–	A4.1
Bedtime (at 12 am or later)	10	20	32	–	A4.2
Remote Schooling					
Remote learning frequency (5 days per week)[¶δ]	41	96	45	–	A5.1
Synchronous instruction (4 days or more)[‖δ]	7	36	0	–	A5.1
Interest in schoolwork done from home[σδ]	7	24	63	–	A5.3
Meaningful opportunities[θδ]	40	72	57	–	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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Social and Emotional Health					
Social emotional distress‡	19	27	30	–	A7.5
Experienced chronic sadness/hopelessness§	22	27	32	–	A7.1
Considered suicide§	10	17	15	–	A7.2
Optimism‡	59	50	47	–	A7.3
Life satisfaction∓	72	63	66	–	A7.4
	Grade 7	Grade 9	Grade 11	NT	
California Student Wellness Indexõ	105.9	101.0	101.3	–	NP

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

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

§Past 12 months.

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

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 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	99	87	87	–
Remote Learning Model	1	13	13	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	52	49	–
Female	48	47	46	–
Nonbinary	1	1	3	–
Something else	1	1	2	–

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

Table A3.3
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	95	93	91	–
Yes, I am transgender	1	4	4	–
I am not sure if I am transgender	1	1	3	–
Decline to respond	3	2	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?
Notes: Cells are empty if there are less than 10 respondents;

Table A3.4

Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	86	71	77	–
Lesbian or Gay	1	7	3	–
Bisexual	4	12	13	–
Something else	2	2	3	–
Not sure	3	5	3	–
Decline to respond	3	3	2	–

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

Table A3.5

Race or Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	0	0	0	–
Asian or Asian American, non-Hispanic	3	5	4	–
Black or African American, non-Hispanic	2	1	2	–
Hispanic or Latino/a	37	35	34	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	–
White, non-Hispanic	49	51	52	–
Multiracial, non-Hispanic	8	8	7	–
Something else, non-Hispanic	1	1	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 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	91	96	95	–
Other relative's home	1	1	1	–
A home with more than one family	3	1	1	–
Friend's home	0	0	0	–
Foster home, group care, or waiting placement	0	0	0	–
Hotel or motel	0	0	0	–
Shelter, car, campground, or other transitional or temporary housing	0	1	0	–
Other living arrangement	4	1	2	–

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

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

Table A3.7

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home with one or more parent or guardian	91	96	95	–
Foster home	0	0	0	–
Homeless	0	1	0	–
Other living arrangement	8	3	5	–

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

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

Category "Homeless" includes "Friend's home," "Hotel or motel," and "Shelter, car, campground, or other transitional or temporary housing."

Category "Other living arrangement" includes "Other relative's home," "A home with more than one family," and "Other living arrangement."

Table A3.8

Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	7	14	13	–
Graduated from high school	6	8	8	–
Attended college but did not complete four-year degree	6	4	8	–
Graduated from college	59	64	58	–
Don't know	23	10	13	–

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 7 %	Grade 9 %	Grade 11 %	NT %
No	74	67	71	–
Yes	10	22	22	–
Don't know	14	10	5	–
Prefer not to say	2	1	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 7 %	Grade 9 %	Grade 11 %	NT %
No	79	85	92	–
Yes	8	4	3	–
Don't know	13	11	5	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Not currently in English Learner Program	91	95	97	–
Less than 7 years (EL)	6	4	3	–
7 years or more (LTEL)	3	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 7 %	Grade 9 %	Grade 11 %	NT %
English	70	69	74	–
Spanish	25	27	22	–
Mandarin	0	0	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	0	0	–
Vietnamese	0	0	0	–
Korean	0	0	0	–
Arabic	0	0	0	–
Other	3	3	2	–

Question HS/MS A.12: What language is spoken most of the time in your home?

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

Table A3.13

English Language Proficiency Among Students Speaking a Language Other Than English at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	71	76	76	–
Well	26	20	19	–
Not well	3	3	4	–
Not at all	0	1	1	–
speak English?				
Very well	64	71	71	–
Well	29	22	21	–
Not well	5	6	5	–
Not at all	2	1	3	–
read English?				
Very well	61	69	66	–
Well	31	23	29	–
Not well	7	7	5	–
Not at all	1	1	1	–
write English?				
Very well	53	54	61	–
Well	37	39	31	–
Not well	8	6	7	–
Not at all	2	1	1	–
English Language Proficiency Status				
Proficient	56	68	64	–
Not proficient	44	32	36	–

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 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	73	84	85	–
1 day	6	2	5	–
2 days	7	1	2	–
3 days	6	1	2	–
4 days	3	3	1	–
5 days	5	9	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 7 %	Grade 9 %	Grade 11 %	NT %
No	97	97	97	–
Yes	2	2	1	–
Don't know	2	2	2	–

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 7 %	Grade 9 %	Grade 11 %	NT %
No	28	30	40	–
Yes	72	70	60	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	1	4	1	–
7:00-7:59 pm	2	0	0	–
8:00-8:59 pm	9	2	3	–
9:00-9:59 pm	32	13	6	–
10:00-10:59 pm	31	33	26	–
11:00-11:59 pm	15	28	30	–
12:00-12:59 am	5	14	17	–
After 1:00 am	6	6	16	–
Bedtime at 12 am or later	10	20	32	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	47	1	3	–
Between 1 and 2 hours	18	3	35	–
Between 2 and 3 hours	3	0	11	–
Between 3 and 4 hours	25	36	0	–
Between 4 and 5 hours	0	36	27	–
More than 5 hours	7	24	24	–
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	81	51	46	–
1 day	9	0	43	–
2 days	3	13	0	–
3 days	0	0	11	–
4 days	0	13	0	–
5 days	7	24	0	–
Number of weekdays participating in school from home for the entire school day				
0 days	15	1	9	–
1 day	0	1	12	–
2 days	0	1	9	–
3 days	40	0	1	–
4 days	3	0	23	–
5 days	41	96	45	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	6	2	19	–
A little true	53	26	24	–
Pretty much true	37	72	34	–
Very much true	3	0	23	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	0	0	0	–
Disagree	38	25	15	–
Neither disagree nor agree	55	51	22	–
Agree	7	0	41	–
Strongly agree	0	24	22	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	27	32	32	–
A's and B's	41	31	35	–
Mostly B's	9	12	10	–
B's and C's	15	17	13	–
Mostly C's	2	2	4	–
C's and D's	5	4	4	–
Mostly D's	1	1	1	–
Mostly F's	1	0	1	–

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

Table A6.2
Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	45	47	38	–
1 day	23	17	21	–
2 days	16	19	17	–
3 or more days	15	18	23	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	41	42	34	–
Illness (feeling physically sick), including problems with breathing or your teeth	44	45	53	–
Were being bullied or mistreated at school	2	1	1	–
Felt very sad, hopeless, anxious, stressed, or angry	5	15	16	–
Didn't get enough sleep	6	11	19	–
Didn't feel safe at school or going to and from school	1	1	1	–
Had to take care of or help a family member or friend	2	2	10	–
Wanted to spend time with friends	1	1	7	–
Used alcohol or drugs	0	0	3	–
Were behind in schoolwork or weren't prepared for a test or class assignment	2	7	12	–
Were bored or uninterested in school	2	4	12	–
Had no transportation to school	1	5	4	–
Other reason	14	12	17	–

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	59	57	62	–	
Caring relationships-adults in school‡	66	66	71	–	A6.5
High expectations-adults in school‡	78	75	80	–	A6.6
Meaningful participation at school‡	34	28	33	–	A6.7
School connectedness†	65	66	64	–	A6.8
School connectedness†ψ ***(Remote Only)***	54	53	65	–	A6.8
Academic motivation†	68	64	63	–	A6.9
Promotion of parental involvement in school†	62	56	53	–	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 7 %	Grade 9 %	Grade 11 %	NT %
Caring relationships-adults in school				
Average reporting "Pretty much true" or "Very much true"	66	66	71	–
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	7	12	5	–
A little true	30	25	24	–
Pretty much true	40	44	41	–
Very much true	23	19	29	–
who notices when I'm not there.				
Not at all true	10	9	10	–
A little true	28	28	23	–
Pretty much true	38	34	38	–
Very much true	25	29	29	–
who listens to me when I have something to say.				
Not at all true	8	7	5	–
A little true	20	20	19	–
Pretty much true	44	45	39	–
Very much true	28	28	37	–

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 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
Average reporting "Pretty much true" or "Very much true"	78	75	80	–
There is a teacher or some other adult from my school...				
who tells me when I do a good job.				
Not at all true	5	5	4	–
A little true	19	20	18	–
Pretty much true	45	45	46	–
Very much true	31	30	32	–
who always wants me to do my best.				
Not at all true	3	4	3	–
A little true	13	16	11	–
Pretty much true	41	44	43	–
Very much true	43	36	43	–
who believes that I will be a success.				
Not at all true	9	9	6	–
A little true	18	20	17	–
Pretty much true	39	45	39	–
Very much true	34	27	37	–

Question HS/MS A.48, 51, 54: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table A6.7
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average reporting "Pretty much true" or "Very much true"	34	28	33	–
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	9	10	11	–
A little true	33	38	36	–
Pretty much true	37	40	38	–
Very much true	22	12	15	–
I help decide things like class activities or rules.				
Not at all true	34	43	40	–
A little true	37	33	32	–
Pretty much true	21	16	22	–
Very much true	7	8	6	–
I do things that make a difference.				
Not at all true	23	34	27	–
A little true	42	39	37	–
Pretty much true	27	22	28	–
Very much true	9	5	8	–
I have a say in how things work.				
Not at all true	34	35	33	–
A little true	38	41	39	–
Pretty much true	22	20	20	–
Very much true	6	4	8	–
I help decide school activities or rules.				
Not at all true	52	59	55	–
A little true	29	25	24	–
Pretty much true	14	12	14	–
Very much true	5	3	6	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
Average reporting "Agree" or "Strongly agree"	65	66	64	–
School connectedness[ψ] ***(Remote Only)***				
Average reporting "Agree" or "Strongly agree"	54	53	65	–
I feel close to people at/from this school.				
Strongly disagree	3	2	3	–
Disagree	5	4	13	–
Neither disagree nor agree	19	31	27	–
Agree	48	46	40	–
Strongly agree	26	17	17	–
I am happy with/to be at this school.				
Strongly disagree	5	4	3	–
Disagree	8	12	8	–
Neither disagree nor agree	26	19	25	–
Agree	41	41	50	–
Strongly agree	20	24	16	–
I feel like I am part of this school.				
Strongly disagree	5	3	2	–
Disagree	7	8	8	–
Neither disagree nor agree	24	35	34	–
Agree	46	42	42	–
Strongly agree	18	12	14	–

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 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	4	2	2	–
Disagree	8	6	5	–
Neither disagree nor agree	31	21	22	–
Agree	38	53	52	–
Strongly agree	19	17	20	–
I feel safe in my school.				
Strongly disagree	4	3	1	–
Disagree	6	4	3	–
Neither disagree nor agree	22	21	22	–
Agree	44	55	54	–
Strongly agree	24	16	20	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
Average reporting "Agree" or "Strongly agree"	68	64	63	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	1	2	–
Disagree	2	6	4	–
Neither disagree nor agree	12	12	17	–
Agree	44	53	53	–
Strongly agree	40	28	25	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	7	4	7	–
Disagree	14	20	17	–
Neither disagree nor agree	37	36	33	–
Agree	29	28	32	–
Strongly agree	13	12	11	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	4	1	2	–
Disagree	5	9	9	–
Neither disagree nor agree	25	28	25	–
Agree	45	46	48	–
Strongly agree	21	16	16	–
I am always trying to do better in my schoolwork.				
Strongly disagree	2	1	2	–
Disagree	2	6	4	–
Neither disagree nor agree	17	21	27	–
Agree	43	45	47	–
Strongly agree	35	26	20	–

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 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	10	8	4	–
Disagree	28	19	21	–
Neither disagree nor agree	29	25	27	–
Agree	22	35	32	–
Strongly agree	11	13	16	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	25	21	19	–
Moderate (4-6)	39	43	42	–
High (7-10)	36	36	39	–
Value of school				
High (0-3)	70	63	59	–
Moderate (4-6)	19	20	26	–
Low (7-10)	11	17	15	–

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 7 %	Grade 9 %	Grade 11 %	NT %
High Value	Low Boredom	24	20	18	–
	Moderate Boredom	31	31	29	–
	High Boredom	15	12	13	–
Moderate Value	Moderate Boredom	6	10	11	–
	High Boredom	12	9	14	–
Low Value	High Boredom	9	15	12	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
Average reporting "Agree" or "Strongly agree"	62	56	53	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	2	2	–
Disagree	6	9	12	–
Neither disagree nor agree	27	27	33	–
Agree	47	54	44	–
Strongly agree	17	8	9	–
Parents feel welcome to participate at this school.				
Strongly disagree	3	2	2	–
Disagree	3	5	6	–
Neither disagree nor agree	30	44	39	–
Agree	47	40	41	–
Strongly agree	17	9	12	–
School staff take parent concerns seriously.				
Strongly disagree	4	2	3	–
Disagree	8	6	7	–
Neither disagree nor agree	30	34	35	–
Agree	43	48	43	–
Strongly agree	15	9	12	–

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 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	21	20	15	–
A little true	30	28	25	–
Pretty much true	30	40	31	–
Very much true	20	12	29	–

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 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	7	3	3	–
Disagree	14	10	14	–
Neither disagree nor agree	33	28	30	–
Agree	36	50	44	–
Strongly agree	10	9	10	–

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 7 %	Grade 9 %	Grade 11 %	NT %
No	78	73	68	–
Yes	22	27	32	–

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 7 %	Grade 9 %	Grade 11 %	NT %
No	90	83	85	–
Yes	10	17	15	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
Average reporting "Pretty much true" or "Very much true"	59	50	47	–
Each day I look forward to having a lot of fun.				
Not at all true	15	20	15	–
A little true	29	32	43	–
Pretty much true	35	34	30	–
Very much true	20	14	12	–
I usually expect to have a good day.				
Not at all true	17	24	14	–
A little true	24	26	39	–
Pretty much true	38	39	36	–
Very much true	21	11	11	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	14	22	17	–
A little true	25	24	31	–
Pretty much true	33	37	37	–
Very much true	28	17	15	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
Average reporting "Satisfied" or "Very satisfied"	72	63	66	–
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	3	2	3	–
Dissatisfied	2	7	3	–
A little dissatisfied	4	10	9	–
A little satisfied	9	13	11	–
Satisfied	31	36	41	–
Very satisfied	50	32	32	–
my friendships as...				
Very dissatisfied	2	2	2	–
Dissatisfied	2	6	5	–
A little dissatisfied	5	5	6	–
A little satisfied	13	21	13	–
Satisfied	38	36	45	–
Very satisfied	40	30	28	–
my school experience as...				
Very dissatisfied	7	8	4	–
Dissatisfied	8	8	7	–
A little dissatisfied	12	12	17	–
A little satisfied	24	23	22	–
Satisfied	34	36	39	–
Very satisfied	16	12	11	–

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 7 %	Grade 9 %	Grade 11 %	NT %
I would describe my satisfaction with...				
myself as...				
Very dissatisfied	5	9	5	–
Dissatisfied	5	12	7	–
A little dissatisfied	8	8	11	–
A little satisfied	14	13	20	–
Satisfied	34	36	37	–
Very satisfied	35	22	19	–
where I live as...				
Very dissatisfied	3	6	3	–
Dissatisfied	2	7	2	–
A little dissatisfied	3	4	6	–
A little satisfied	8	8	10	–
Satisfied	30	33	40	–
Very satisfied	54	43	39	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
Average reporting "Pretty much true" or "Very much true"	19	27	30	–
I had a hard time relaxing.				
Not at all true	46	37	32	–
A little true	33	36	33	–
Pretty much true	12	16	23	–
Very much true	9	11	12	–
I felt sad and down.				
Not at all true	49	36	37	–
A little true	29	37	33	–
Pretty much true	13	16	18	–
Very much true	9	11	12	–
I was easily irritated.				
Not at all true	41	34	31	–
A little true	30	30	28	–
Pretty much true	15	22	24	–
Very much true	14	15	16	–
It was hard for me to cope and I thought I would panic.				
Not at all true	70	59	55	–
A little true	16	17	22	–
Pretty much true	7	15	12	–
Very much true	7	9	11	–
It was hard for me to get excited about anything.				
Not at all true	69	60	55	–
A little true	20	21	23	–
Pretty much true	5	14	12	–
Very much true	5	6	9	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	22	14	26	–
Safe	45	57	51	–
Neither safe nor unsafe	26	25	21	–
Unsafe	4	2	2	–
Very unsafe	3	2	1	–

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

Table A8.2

Reasons for Harassment, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	86	87	91	–
1 time	6	6	4	–
2 or more times	8	7	5	–
Religion				
0 times	94	94	93	–
1 time	3	2	4	–
2 or more times	3	4	3	–
Gender				
0 times	93	94	93	–
1 time	3	2	1	–
2 or more times	4	3	6	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	93	95	90	–
1 time	2	2	3	–
2 or more times	5	4	7	–
A physical or mental disability				
0 times	95	95	94	–
1 time	3	2	3	–
2 or more times	2	2	3	–
Any of the above five reasons	23	19	21	–
Any of the above five reasons (2 or more times)	16	14	15	–

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

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

Table A8.2

Reasons for Harassment, Past 12 Months – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	94	96	95	–
1 time	2	1	3	–
2 or more times	3	3	2	–
Any other reason				
0 times	81	86	86	–
1 time	6	4	6	–
2 or more times	13	10	8	–
Any harassment	33	26	28	–

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

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

Table A8.3
School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization				
Average reporting "1 or more times"	29	20	18	–
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	73	87	90	–
1 time	13	7	5	–
2 to 3 times	6	3	4	–
4 or more times	8	2	2	–
been afraid of being beaten up?				
0 times	81	89	94	–
1 time	11	6	4	–
2 to 3 times	3	2	1	–
4 or more times	5	3	1	–
During the past 12 months, how many times have you...				
had mean rumors or lies spread about you?				
0 times	60	77	74	–
1 time	19	11	10	–
2 to 3 times	10	7	9	–
4 or more times	11	5	7	–
had sexual jokes, comments, or gestures made to you?				
0 times	76	78	81	–
1 time	10	8	7	–
2 to 3 times	6	5	5	–
4 or more times	8	8	7	–

Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had your property stolen or deliberately damaged?				
0 times	82	88	92	–
1 time	10	7	5	–
2 to 3 times	5	3	2	–
4 or more times	3	2	1	–
been made fun of because of your looks or the way you talk?				
0 times	63	77	77	–
1 time	14	8	10	–
2 to 3 times	10	8	7	–
4 or more times	13	8	6	–
been made fun of, insulted, or called names?				
0 times	62	77	79	–
1 time	14	6	8	–
2 to 3 times	10	6	6	–
4 or more times	14	11	7	–
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)	71	78	79	–
1 time	15	9	10	–
2 to 3 times	9	5	6	–
4 or more times	6	7	4	–

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

Table A8.4
School Violence Perpetration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
Average reporting "1 or more times"	5	4	6	–
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	88	95	95	–
1 time	7	3	4	–
2 to 3 times	3	1	1	–
4 or more times	2	1	0	–
been offered, sold, or given an illegal drug?				
0 times	94	90	84	–
1 time	3	5	7	–
2 to 3 times	1	3	6	–
4 or more times	1	2	3	–
damaged school property on purpose?				
0 times	95	97	95	–
1 time	3	2	3	–
2 to 3 times	1	1	2	–
4 or more times	2	1	1	–
carried a gun?				
0 times	99	99	99	–
1 time	0	0	0	–
2 to 3 times	0	0	0	–
4 or more times	1	1	1	–
carried any other weapon (such as a knife or club)?				
0 times	96	97	97	–
1 time	2	1	2	–
2 to 3 times	0	1	1	–
4 or more times	1	1	1	–

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

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

Table A8.5

Threats and Injuries with Weapons at School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been threatened with harm or injury?				
0 times	90	95	96	–
1 time	5	3	2	–
2 to 3 times	3	1	1	–
4 or more times	3	1	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	98	99	–
1 time	2	1	1	–
2 to 3 times	1	0	0	–
4 or more times	1	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 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
seen someone carrying a gun, knife, or other weapon?				
0 times	90	89	92	–
1 time	6	8	4	–
2 to 3 times	3	2	3	–
4 or more times	2	1	1	–

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drug use	12	32	49	–	A9.2
Lifetime marijuana use	5	19	35	–	A9.2
Lifetime very drunk or high (7 or more times)	0	11	21	–	A9.7
Current alcohol or drug use[¶]	5	20	33	–	A9.5
Current marijuana use[¶]	1	9	22	–	A9.5
Current heavy drug use[¶]	1	3	14	–	A9.5
Current heavy alcohol use (binge drinking)[¶]	1	5	16	–	A9.5
Current alcohol or drug use on school property[¶]	2	4	9	–	A9.8
Harmfulness of occasional marijuana use[B]	38	28	22	–	A9.11
Difficulty of obtaining marijuana[C]	24	8	9	–	A9.12

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

[¶] *Past 30 days.*

[B] *Great harm.*

[C] *Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	8	27	44	–
Marijuana	5	19	35	–
Inhalants	3	5	5	–
Cocaine, methamphetamine, or any amphetamines	na	1	5	–
Ecstasy, LSD, or other psychedelics	na	5	13	–
Prescription pain medication (opioids)	na	2	8	–
Cold/cough medicines or other over-the-counter medicines to get "high"	na	6	10	–
Any other drug, pill, or medicine to get "high"	2	8	9	–
Any of the above AOD use	12	32	49	–

Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	92	73	56	–
1 time	4	8	5	–
2 to 3 times	2	5	8	–
4 or more times	2	13	31	–
Marijuana (smoke, vape, eat, or drink)				
0 times	95	81	65	–
1 time	2	3	4	–
2 to 3 times	1	3	4	–
4 or more times	2	14	28	–
Inhalants				
0 times	97	95	95	–
1 time	1	1	1	–
2 to 3 times	0	0	2	–
4 or more times	1	4	2	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	95	–
1 time	na	0	2	–
2 to 3 times	na	0	2	–
4 or more times	na	0	2	–
Ecstasy, LSD, or other psychedelics				
0 times	na	95	87	–
1 time	na	4	2	–
2 to 3 times	na	0	5	–
4 or more times	na	1	5	–
Prescription pain medication				
0 times	na	98	92	–
1 time	na	1	3	–
2 to 3 times	na	1	3	–
4 or more times	na	1	2	–

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).
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get "high"				
0 times	na	94	90	–
1 time	na	1	2	–
2 to 3 times	na	0	5	–
4 or more times	na	4	3	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	98	92	91	–
1 time	1	4	3	–
2 to 3 times	0	3	3	–
4 or more times	1	1	3	–

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.

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

na—Not asked of middle school students.

Table A9.4
Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	97	84	70	–
1 time	1	3	3	–
2 to 3 times	1	5	6	–
4 or more times	1	8	21	–
In a vaping device?				
0 times	97	84	73	–
1 time	1	2	2	–
2 to 3 times	1	2	3	–
4 or more times	1	12	22	–
Eat or drink it in products made with marijuana?				
0 times	99	90	75	–
1 time	0	2	4	–
2 to 3 times	0	5	6	–
4 or more times	0	3	16	–
Ever used marijuana in all three ways	0	8	21	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	4	11	26	–
Binge drinking (5 or more drinks in a row)	1	5	16	–
Marijuana (smoke, vape, eat, or drink)	1	9	22	–
Inhalants	1	1	3	–
Prescription drugs to get "high" or for reasons other than prescribed	na	1	3	–
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	4	3	–
Any drug use	2	13	23	–
Heavy drug use	1	3	14	–
Any AOD Use	5	20	33	–
Two or more substances at the same time	na	6	10	–

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").

na—Not asked of middle school students.

Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	96	89	74	–
1 or 2 days	3	8	16	–
3 to 9 days	1	2	9	–
10 to 19 days	0	0	1	–
20 to 30 days	0	0	0	–
Binge drinking (5 or more drinks in a row)				
0 days	99	95	84	–
1 or 2 days	0	3	10	–
3 to 9 days	0	1	4	–
10 to 19 days	0	0	1	–
20 to 30 days	0	0	0	–
Marijuana (smoke, vape, eat, or drink)				
0 days	99	91	78	–
1 or 2 days	1	7	9	–
3 to 9 days	0	1	4	–
10 to 19 days	0	1	4	–
20 to 30 days	0	1	4	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	87	74	–
1 to 2 times	2	9	10	–
3 to 6 times	1	2	9	–
7 or more times	0	1	7	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	97	82	70	–
1 to 2 times	3	4	6	–
3 to 6 times	0	3	4	–
7 or more times	0	10	19	–
Very drunk or "high" 7 or more times	0	11	21	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	97	96	–
1 to 2 days	2	2	2	–
3 or more days	0	1	2	–
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	93	–
1 to 2 days	0	2	3	–
3 or more days	1	1	4	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 days	100	99	99	–
1 to 2 days	0	1	0	–
3 or more days	0	1	1	–
Any of the above	2	4	9	–

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 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	90	88	–
1 to 2 times	1	2	4	–
3 to 6 times	0	1	2	–
7 or more times	0	7	6	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	87	77	–
0 times	na	8	20	–
1 time	na	4	1	–
2 to 3 times	na	0	1	–
4 or more times	na	0	1	–
Marijuana				
Does not apply, don't use	na	86	76	–
0 times	na	4	15	–
1 time	na	5	5	–
2 to 3 times	na	1	3	–
4 or more times	na	4	1	–

Question HS A.68, 69, 114, 115: During your life, how many times have you used the following?... One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... How many times have you tried to quit or stop using... alcohol?... marijuana?
Notes: Cells are empty if there are less than 10 respondents.
Respondents reporting "0 times" on lifetime alcohol and marijuana use are coded as "Does not apply, don't use" on alcohol and marijuana cessation attempts, respectively.
na—Not asked of middle school students.

Table A9.11
Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	24	22	21	–
Moderate	22	27	23	–
Slight	27	34	37	–
None	27	17	19	–
Alcohol - 5 or more drinks once or twice a week				
Great	41	51	48	–
Moderate	28	32	30	–
Slight	8	7	11	–
None	22	11	11	–
Marijuana - use occasionally				
Great	38	28	22	–
Moderate	25	30	21	–
Slight	14	26	31	–
None	23	16	25	–
Marijuana - use daily				
Great	63	61	46	–
Moderate	13	20	28	–
Slight	3	8	12	–
None	22	11	14	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	20	9	9	–
Fairly difficult	14	12	8	–
Fairly easy	17	20	19	–
Very easy	9	31	39	–
Don't know	40	28	26	–
Marijuana				
Very difficult	24	8	9	–
Fairly difficult	16	11	6	–
Fairly easy	9	26	21	–
Very easy	6	22	39	–
Don't know	44	32	25	–
Prescription drugs to get "high" or for reasons other than prescribed				
Very difficult	25	9	12	–
Fairly difficult	12	20	22	–
Fairly easy	12	16	15	–
Very easy	6	15	12	–
Don't know	44	40	39	–

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	9	17	–	A10.2
Current cigarette smoking¶	1	2	8	–	A10.5
Current cigarette smoking at school¶	0	1	1	–	A10.9
Ever tried smokeless tobacco	2	6	12	–	A10.2
Current smokeless tobacco use¶	0	1	5	–	A10.5
Current smokeless tobacco use at school¶	0	1	4	–	A10.9
Ever used vape products	7	19	27	–	A10.2
Current use of vape products¶	2	10	14	–	A10.5
Current tobacco vaping¶	1	7	11	–	A10.6
Current marijuana vaping¶	1	7	10	–	A10.6
Current vaping at school¶	2	4	8	–	A10.9
Lifetime tobacco use	5	18	26	–	A10.2
Current tobacco use ¶	1	8	14	–	A10.8
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	7	12	–	A10.14
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[B]	32	30	26	–	A10.15
Harmfulness of smoking 1 or more packs/day[B]	60	74	71	–	A10.15
Harmfulness of vaping occasionally[B]	38	30	31	–	A10.16
Harmfulness of vaping several times a day[B]	66	74	71	–	A10.16
Difficulty of obtaining cigarettes[C]	21	10	11	–	A10.17
Difficulty of obtaining vape products[C]	14	8	8	–	A10.17
Anti-Tobacco Policy					
School bans tobacco use and vaping	70	68	75	–	A10.18

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

¶Past 30 days.

[B]Great harm.

[C]Very difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use and Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	95	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	91	83	–
1 time	0	4	4	–
2 to 3 times	0	1	3	–
4 or more times	1	4	11	–
Smokeless tobacco				
0 times	98	94	88	–
1 time	1	1	5	–
2 to 3 times	0	1	2	–
4 or more times	1	5	5	–
Vape products				
0 times	93	81	73	–
1 time	3	3	3	–
2 to 3 times	2	6	5	–
4 or more times	2	10	19	–
Lifetime tobacco use				
No	95	82	74	–
Yes	5	18	26	–

Question HS A.65-67/MS A.65-68: 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.

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	95	83	77	–
1 time	2	2	3	–
2 to 3 times	1	5	3	–
4 or more times	2	9	17	–
Vaped marijuana or THC				
0 times	97	86	77	–
1 time	1	1	1	–
2 to 3 times	1	2	1	–
4 or more times	1	11	20	–
Vaped other product				
0 times	97	94	91	–
1 time	1	1	1	–
2 to 3 times	1	1	1	–
4 or more times	1	5	7	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Never vaped tobacco/nicotine or marijuana/THC	95	82	74	–
Vaped tobacco or nicotine only	1	3	3	–
Vaped marijuana or THC only	0	1	2	–
Vaped tobacco/nicotine and marijuana/THC	3	13	20	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	2	8	–
Daily (20 or more days)	0	0	1	–
Smokeless tobacco				
Any	0	1	5	–
Daily (20 or more days)	0	0	2	–
Vape products				
Any	2	10	14	–
Daily (20 or more days)	0	1	5	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 days	99	93	89	–
1 or 2 days	0	5	3	–
3 to 9 days	0	1	2	–
10 to 19 days	0	1	2	–
20 to 30 days	0	1	4	–
Vaped marijuana or THC				
0 days	99	93	90	–
1 or 2 days	0	5	4	–
3 to 9 days	0	1	3	–
10 to 19 days	0	1	1	–
20 to 30 days	0	0	3	–
Vaped other product				
0 days	99	99	97	–
1 or 2 days	1	1	2	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	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 7 %	Grade 9 %	Grade 11 %	NT %
Did not vape tobacco/nicotine or marijuana/THC	99	92	87	–
Vaped tobacco or nicotine only	1	2	3	–
Vaped marijuana or THC only	0	1	2	–
Vaped tobacco/nicotine and marijuana/THC	0	6	8	–

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 7 %	Grade 9 %	Grade 11 %	NT %
No	99	92	86	–
Yes	1	8	14	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	99	99	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Smokeless tobacco				
0 days	100	99	96	–
1 or 2 days	0	0	3	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	1	–
20 to 30 days	0	0	0	–
Vape				
0 days	98	96	92	–
1 or 2 days	1	2	2	–
3 to 9 days	0	1	2	–
10 to 19 days	0	0	1	–
20 to 30 days	1	1	3	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 days	100	100	100	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Vaped marijuana or THC				
0 days	100	100	100	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Vaped other product				
0 days	100	100	100	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	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 7 %	Grade 9 %	Grade 11 %	NT %
Did not vape tobacco/nicotine or marijuana/THC	100	100	100	–
Vaped tobacco or nicotine only	0	0	0	–
Vaped marijuana or THC only	0	0	0	–
Vaped tobacco/nicotine and marijuana/THC	0	0	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 7 %	Grade 9 %	Grade 11 %	NT %
No	100	99	96	–
Yes	0	1	4	–

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

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

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

Table A10.13

Secondhand Smoke on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	97	95	92	–
1 day	2	2	1	–
2 days	0	1	2	–
3-9 days	0	1	4	–
10-19 days	0	1	1	–
20-30 days	0	1	1	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	90	84	–
0 times	na	2	4	–
1 time	na	6	5	–
2 to 3 times	na	1	4	–
4 or more times	na	1	2	–

Question HS A.65, 67, 113: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?
Notes: Cells are empty if there are less than 10 respondents.
Respondents reporting "0 Times" on lifetime cigarette or vape product use are coded as "Does not apply, don't use" on cigarette smoking and vaping cessation attempts.
na—Not asked of middle school students.

Table A10.15
Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	32	30	26	–
Moderate	30	31	38	–
Slight	17	27	22	–
None	21	12	13	–
Smoke 1 or more packs of cigarettes each day				
Great	60	74	71	–
Moderate	15	11	15	–
Slight	4	4	3	–
None	22	11	11	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	38	30	31	–
Moderate	30	39	35	–
Slight	12	21	21	–
None	20	10	13	–
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	66	74	71	–
Moderate	10	12	13	–
Slight	3	4	5	–
None	21	10	11	–

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

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

Table A10.17

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	21	10	11	–
Fairly difficult	18	13	11	–
Fairly easy	14	28	25	–
Very easy	5	13	23	–
Don't know	42	36	30	–
Vape products				
Very difficult	14	8	8	–
Fairly difficult	14	6	3	–
Fairly easy	20	22	18	–
Very easy	13	37	46	–
Don't know	38	27	24	–

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 7 %	Grade 9 %	Grade 11 %	NT %
No	6	4	4	–
Yes	70	68	75	–
Don't know	24	28	21	–

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
Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	35	na	na	na
1 day	19	na	na	na
2 days	15	na	na	na
3 days	10	na	na	na
4 days	4	na	na	na
5 days	17	na	na	na

Question MS A.109: In a normal week, how many days are you home after school for at least one hour without an adult there?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of high school students.

Table A11.2
Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	97	97	–
Yes	3	3	3	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
American Indian or Alaska Native	53			–
Asian or Asian American	69	57	62	–
Black or African American	48	41	41	–
Hispanic or Latino/a	58	58	55	–
Native Hawaiian or Pacific Islander				–
White	70	72	72	–
Multiracial	58	79	67	–
Something else	73	55	56	–
School Connectedness[†ψ] ***(Remote Only)***				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latino/a		48	49	–
Native Hawaiian or Pacific Islander				–
White			74	–
Multiracial				–
Something else				–
Academic Motivation[†]				
American Indian or Alaska Native	63			–
Asian or Asian American	78	61	67	–
Black or African American	43	65	32	–
Hispanic or Latino/a	67	61	62	–
Native Hawaiian or Pacific Islander				–
White	69	64	65	–
Multiracial	62	76	57	–
Something else	71	39	53	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native	64			–
Asian or Asian American	32	43	39	–
Black or African American	43	60	78	–
Hispanic or Latino/a	34	37	31	–
Native Hawaiian or Pacific Islander				–
White	38	37	42	–
Multiracial	30	14	53	–
Something else	53	45	34	–
School is worthless and a waste of time[±]				
American Indian or Alaska Native	64			–
Asian or Asian American	14	11	10	–
Black or African American	15	35	6	–
Hispanic or Latino/a	13	16	12	–
Native Hawaiian or Pacific Islander				–
White	10	19	17	–
Multiracial	9	4	10	–
Something else	15	29	11	–
Current absenteeism (≥3 times)[¶]				
American Indian or Alaska Native	5			–
Asian or Asian American	18	14	8	–
Black or African American	26	36	14	–
Hispanic or Latino/a	17	17	21	–
Native Hawaiian or Pacific Islander				–
White	13	20	25	–
Multiracial	18	9	33	–
Something else	24	17	57	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Trouble focusing on schoolwork[σ]				
American Indian or Alaska Native	43			–
Asian or Asian American	18	35	46	–
Black or African American	46	49	72	–
Hispanic or Latino/a	32	45	41	–
Native Hawaiian or Pacific Islander				–
White	34	52	52	–
Multiracial	41	38	57	–
Something else	43	43	73	–
Caring adult relationships[‡]				
American Indian or Alaska Native	62			–
Asian or Asian American	70	58	69	–
Black or African American	59	57	55	–
Hispanic or Latino/a	58	59	63	–
Native Hawaiian or Pacific Islander				–
White	72	72	76	–
Multiracial	63	73	85	–
Something else	66	54	64	–
High expectations[‡]				
American Indian or Alaska Native	72			–
Asian or Asian American	83	68	78	–
Black or African American	61	72	74	–
Hispanic or Latino/a	72	69	75	–
Native Hawaiian or Pacific Islander				–
White	83	78	83	–
Multiracial	73	92	90	–
Something else	81	72	71	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation‡				
American Indian or Alaska Native	36			–
Asian or Asian American	41	30	30	–
Black or African American	31	28	32	–
Hispanic or Latino/a	30	24	24	–
Native Hawaiian or Pacific Islander				–
White	36	32	38	–
Multiracial	34	25	42	–
Something else	42	28	38	–
Facilities upkeep$^{\sigma}$				
American Indian or Alaska Native	44			–
Asian or Asian American	27	41	48	–
Black or African American	8	35	33	–
Hispanic or Latino/a	43	52	46	–
Native Hawaiian or Pacific Islander				–
White	52	66	59	–
Multiracial	37	70	63	–
Something else	49	46	73	–
Promotion of parental involvement in school†				
American Indian or Alaska Native	59			–
Asian or Asian American	71	47	56	–
Black or African American	43	37	32	–
Hispanic or Latino/a	61	53	51	–
Native Hawaiian or Pacific Islander				–
White	63	59	55	–
Multiracial	60	58	62	–
Something else	67	37	67	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
American Indian or Alaska Native	55			–
Asian or Asian American	76	67	78	–
Black or African American	64	55	29	–
Hispanic or Latino/a	63	65	66	–
Native Hawaiian or Pacific Islander				–
White	73	75	86	–
Multiracial	53	80	69	–
Something else	74	76	71	–
Experienced harassment due to five reasons[λ§]				
American Indian or Alaska Native	26			–
Asian or Asian American	30	35	19	–
Black or African American	41	47	45	–
Hispanic or Latino/a	26	15	13	–
Native Hawaiian or Pacific Islander				–
White	17	14	27	–
Multiracial	46	52	21	–
Something else	31	38	24	–
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	31			–
Asian or Asian American	32	42	24	–
Black or African American	55	47	45	–
Hispanic or Latino/a	33	22	19	–
Native Hawaiian or Pacific Islander				–
White	29	21	34	–
Multiracial	57	54	22	–
Something else	35	39	27	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native	31			–
Asian or Asian American	32	31	15	–
Black or African American	59	33	61	–
Hispanic or Latino/a	35	26	20	–
Native Hawaiian or Pacific Islander				–
White	40	22	30	–
Multiracial	58	11	20	–
Something else	47	26	33	–
Been afraid of being beaten up[§]				
American Indian or Alaska Native	22			–
Asian or Asian American	22	16	6	–
Black or African American	24	0	50	–
Hispanic or Latino/a	17	8	4	–
Native Hawaiian or Pacific Islander				–
White	19	9	5	–
Multiracial	32	42	10	–
Something else	14	9	8	–
Been in a physical fight[§]				
American Indian or Alaska Native	28			–
Asian or Asian American	11	11	3	–
Black or African American	47	15	54	–
Hispanic or Latino/a	8	7	5	–
Native Hawaiian or Pacific Islander				–
White	11	3	4	–
Multiracial	22	3	4	–
Something else	30	3	3	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§]				
American Indian or Alaska Native	24			–
Asian or Asian American	6	13	9	–
Black or African American	3	19	52	–
Hispanic or Latino/a	11	8	6	–
Native Hawaiian or Pacific Islander				–
White	10	14	7	–
Multiracial	17	9	4	–
Something else	15	9	3	–

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

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native	26			–
Asian or Asian American	27	24	18	–
Black or African American	45	37	22	–
Hispanic or Latino/a	30	23	19	–
Native Hawaiian or Pacific Islander				–
White	27	18	24	–
Multiracial	37	31	10	–
Something else	39	14	30	–

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

Table A12.4

Substance Use by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
American Indian or Alaska Native	5			–
Asian or Asian American	2	17	18	–
Black or African American	8	15	12	–
Hispanic or Latino/a	6	10	20	–
Native Hawaiian or Pacific Islander				–
White	5	26	44	–
Multiracial	7	28	29	–
Something else	3	13	54	–
Current tobacco use¶				
American Indian or Alaska Native	5			–
Asian or Asian American	1	8	4	–
Black or African American	0	9	2	–
Hispanic or Latino/a	4	7	7	–
Native Hawaiian or Pacific Islander				–
White	0	10	19	–
Multiracial	1	4	19	–
Something else	0	10	36	–
Current marijuana use¶				
American Indian or Alaska Native	0			–
Asian or Asian American	0	8	11	–
Black or African American	0	8	8	–
Hispanic or Latino/a	3	5	13	–
Native Hawaiian or Pacific Islander				–
White	0	13	29	–
Multiracial	0	5	24	–
Something else	0	11	38	–

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current binge drinking¶				
American Indian or Alaska Native	5			–
Asian or Asian American	1	8	5	–
Black or African American	0	9	4	–
Hispanic or Latino/a	1	4	6	–
Native Hawaiian or Pacific Islander				–
White	1	5	24	–
Multiracial	1	4	13	–
Something else	0	2	32	–
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native	0			–
Asian or Asian American	1	3	5	–
Black or African American	9	5	10	–
Hispanic or Latino/a	1	5	13	–
Native Hawaiian or Pacific Islander				–
White	0	16	26	–
Multiracial	0	5	24	–
Something else	0	11	38	–
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native	0			–
Asian or Asian American	0	4	5	–
Black or African American	2	8	6	–
Hispanic or Latino/a	3	5	8	–
Native Hawaiian or Pacific Islander				–
White	0	15	15	–
Multiracial	0	4	21	–
Something else	0	10	33	–

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
American Indian or Alaska Native	0			–
Asian or Asian American	0	14	14	–
Black or African American	8	9	5	–
Hispanic or Latino/a	4	8	13	–
Native Hawaiian or Pacific Islander				–
White	5	10	36	–
Multiracial	7	26	18	–
Something else	0	5	49	–
Current alcohol use at school¶				
American Indian or Alaska Native	5			–
Asian or Asian American	1	6	3	–
Black or African American	0	3	2	–
Hispanic or Latino/a	2	4	4	–
Native Hawaiian or Pacific Islander				–
White	3	2	5	–
Multiracial	0	0	2	–
Something else	0	0	2	–
Current cigarette smoking¶				
American Indian or Alaska Native	0			–
Asian or Asian American	1	3	3	–
Black or African American	0	0	2	–
Hispanic or Latino/a	2	2	2	–
Native Hawaiian or Pacific Islander				–
White	0	1	12	–
Multiracial	1	3	8	–
Something else	0	3	0	–

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current use of vape products¶				
American Indian or Alaska Native	19			–
Asian or Asian American	0	11	5	–
Black or African American	10	12	2	–
Hispanic or Latino/a	3	8	8	–
Native Hawaiian or Pacific Islander				–
White	0	11	17	–
Multiracial	1	4	21	–
Something else	0	8	34	–
Current tobacco vaping¶				
American Indian or Alaska Native	5			–
Asian or Asian American	0	7	2	–
Black or African American	0	9	0	–
Hispanic or Latino/a	2	5	7	–
Native Hawaiian or Pacific Islander				–
White	0	10	13	–
Multiracial	1	3	18	–
Something else	0	8	32	–
Current marijuana vaping¶				
American Indian or Alaska Native	0			–
Asian or Asian American	0	5	5	–
Black or African American	0	8	0	–
Hispanic or Latino/a	1	3	6	–
Native Hawaiian or Pacific Islander				–
White	0	10	13	–
Multiracial	0	4	18	–
Something else	0	5	33	–

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

¶*Past 30 days.*

Table A12.5
Health Routines by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
American Indian or Alaska Native	36			–
Asian or Asian American	70	69	62	–
Black or African American	44	64	22	–
Hispanic or Latino/a	68	61	61	–
Native Hawaiian or Pacific Islander				–
White	76	74	64	–
Multiracial	69	92	44	–
Something else	61	66	35	–
Bedtime (at 12 am or later)				
American Indian or Alaska Native	31			–
Asian or Asian American	3	25	42	–
Black or African American	35	23	65	–
Hispanic or Latino/a	10	18	28	–
Native Hawaiian or Pacific Islander				–
White	9	22	33	–
Multiracial	15	8	36	–
Something else	15	31	27	–

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

Table A12.6

Remote Schooling by Race/Ethnicity (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latino/a		90	62	–
Native Hawaiian or Pacific Islander				–
White			28	–
Multiracial				–
Something else				–
Synchronous instruction (4 days or more)[‖]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latino/a		0	0	–
Native Hawaiian or Pacific Islander				–
White			0	–
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		1	59	–
Native Hawaiian or Pacific Islander				–
White			71	–
Multiracial				–
Something else				–

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

[¶] *Past 30 days.*

[‖] *Past 7 days.*

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

Table A12.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities[θ]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latino/a		91	63	–
Native Hawaiian or Pacific Islander				–
White			56	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native	35			–
Asian or Asian American	14	26	33	–
Black or African American	31	37	36	–
Hispanic or Latino/a	18	22	25	–
Native Hawaiian or Pacific Islander				–
White	18	32	30	–
Multiracial	33	12	43	–
Something else	22	32	22	–
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	25			–
Asian or Asian American	16	26	27	–
Black or African American	41	32	36	–
Hispanic or Latino/a	28	22	35	–
Native Hawaiian or Pacific Islander				–
White	17	30	31	–
Multiracial	29	30	39	–
Something else	27	41	13	–
Considered suicide[§]				
American Indian or Alaska Native	26			–
Asian or Asian American	8	14	10	–
Black or African American	9	16	12	–
Hispanic or Latino/a	12	6	12	–
Native Hawaiian or Pacific Islander				–
White	7	28	16	–
Multiracial	14	6	26	–
Something else	12	13	8	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Optimism‡				
American Indian or Alaska Native	32			–
Asian or Asian American	72	49	42	–
Black or African American	46	52	34	–
Hispanic or Latino/a	55	52	45	–
Native Hawaiian or Pacific Islander				–
White	62	49	49	–
Multiracial	46	58	48	–
Something else	64	33	18	–
Life satisfaction∓				
American Indian or Alaska Native	51			–
Asian or Asian American	70	61	58	–
Black or African American	65	57	49	–
Hispanic or Latino/a	69	68	66	–
Native Hawaiian or Pacific Islander				–
White	76	60	68	–
Multiracial	69	67	64	–
Something else	71	64	52	–

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 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
American Indian or Alaska Native	93.9			–
Asian or Asian American	105.5	100.8	98.8	–
Black or African American	100.4	98.6	96.3	–
Hispanic or Latino/a	105.4	104.0	102.9	–
Native Hawaiian or Pacific Islander				–
White	107.3	98.5	101.0	–
Multiracial	99.6	104.2	98.7	–
Something else	105.6	100.9	101.0	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Male	67	72	66	–
Female	63	59	62	–
Nonbinary	34	49	58	–
Something else	35	28	71	–
School Connectedness[†ψ] ***(Remote Only)***				
Male		50	64	–
Female		53	70	–
Nonbinary				–
Something else				–
Academic Motivation[†]				
Male	66	57	58	–
Female	70	71	70	–
Nonbinary	70	59	51	–
Something else	40	51	25	–
School is really boring[±]				
Male	42	36	43	–
Female	29	37	34	–
Nonbinary	20	34	49	–
Something else	81	46	76	–
School is worthless and a waste of time[±]				
Male	13	18	14	–
Female	8	15	12	–
Nonbinary	9	14	39	–
Something else	56	16	44	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥3 times)¶				
Male	16	21	20	–
Female	14	14	26	–
Nonbinary	3	33	31	–
Something else	38	22	51	–
Trouble focusing on schoolwork$^{\sigma}$				
Male	30	49	46	–
Female	36	46	51	–
Nonbinary	52	76	49	–
Something else	45	64	47	–
Caring adult relationships‡				
Male	66	72	69	–
Female	65	61	73	–
Nonbinary	66	48	73	–
Something else	45	45	83	–
High expectations‡				
Male	77	76	78	–
Female	79	75	82	–
Nonbinary	67	59	84	–
Something else	46	58	85	–
Meaningful participation‡				
Male	33	27	34	–
Female	35	30	32	–
Nonbinary	25	30	44	–
Something else	37	21	18	–

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 A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[σ]				
Male	47	63	47	–
Female	45	55	61	–
Nonbinary	5	31	43	–
Something else	34	35	68	–
Promotion of parental involvement in school[†]				
Male	62	62	51	–
Female	62	50	56	–
Nonbinary	80	39	37	–
Something else	42	31	73	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Male	71	75	78	–
Female	65	67	76	–
Nonbinary	28	47	58	–
Something else	42	33	61	–
Experienced harassment due to five reasons[λ§]				
Male	22	17	18	–
Female	23	20	21	–
Nonbinary	82	46	63	–
Something else	48	55	58	–
Experienced any harassment or bullying[§]				
Male	32	23	22	–
Female	33	27	29	–
Nonbinary	82	53	65	–
Something else	64	55	60	–
Had mean rumors or lies spread about you[§]				
Male	36	17	20	–
Female	43	29	30	–
Nonbinary	75	43	27	–
Something else	63	22	58	–
Been afraid of being beaten up[§]				
Male	20	11	7	–
Female	17	9	4	–
Nonbinary	22	31	46	–
Something else	33	29	10	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
Male	18	6	8	–
Female	5	3	2	–
Nonbinary	5	5	11	–
Something else	35	6	1	–
Seen a weapon on campus[§]				
Male	12	15	9	–
Female	8	6	6	–
Nonbinary	12	28	10	–
Something else	23	10	8	–

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

Table A13.3
Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	27	15	15	–
Female	32	28	26	–
Nonbinary	25	28	37	–
Something else	66	23	48	–

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

Table A13.4
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
Male	8	25	28	–
Female	3	14	37	–
Nonbinary	0	28	57	–
Something else	31	18	57	–
Current tobacco use¶				
Male	1	10	11	–
Female	2	6	17	–
Nonbinary	0	11	47	–
Something else	16	13	7	–
Current marijuana use¶				
Male	1	12	18	–
Female	1	6	22	–
Nonbinary	0	10	51	–
Something else	16	18	51	–
Current binge drinking¶				
Male	1	4	13	–
Female	1	5	17	–
Nonbinary	0	14	42	–
Something else	2	4	4	–
Very drunk or "high" 7 or more times, ever				
Male	0	16	16	–
Female	0	5	24	–
Nonbinary	0	7	19	–
Something else	1	10	46	–
Been drunk or "high" on drugs at school, ever				
Male	1	15	10	–
Female	2	5	12	–
Nonbinary	0	12	16	–
Something else	4	8	48	–

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

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
Male	6	11	22	–
Female	3	11	29	–
Nonbinary	0	26	46	–
Something else	24	8	11	–
Current alcohol use at school¶				
Male	3	3	3	–
Female	1	2	5	–
Nonbinary	0	9	21	–
Something else	7	0	4	–
Current cigarette smoking¶				
Male	0	2	6	–
Female	2	1	8	–
Nonbinary	0	11	39	–
Something else	9	13	1	–
Current use of vape products¶				
Male	1	12	9	–
Female	2	7	17	–
Nonbinary	0	6	45	–
Something else	16	20	7	–
Current tobacco vaping¶				
Male	1	9	7	–
Female	1	5	16	–
Nonbinary	0	6	10	–
Something else	9	4	7	–
Current marijuana vaping¶				
Male	0	9	7	–
Female	1	4	12	–
Nonbinary	0	6	38	–
Something else	16	8	7	–

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

Table A13.5
Health Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Male	79	72	65	–
Female	64	70	58	–
Nonbinary	22	56	29	–
Something else	77	41	24	–
Bedtime (at 12 am or later)				
Male	11	19	38	–
Female	8	20	25	–
Nonbinary	40	48	13	–
Something else	25	43	69	–

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

Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Male			25	–
Female		97	60	–
Nonbinary				–
Something else				–
Synchronous instruction (4 days or more)[ǀ]				
Male			0	–
Female		48	0	–
Nonbinary				–
Something else				–
Interest in schoolwork done from home[σ]				
Male		1	32	–
Female		32	74	–
Nonbinary				–
Something else				–
Meaningful opportunities[θ]				
Male			80	–
Female		65	53	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Male	15	22	17	–
Female	22	30	39	–
Nonbinary	27	71	56	–
Something else	44	42	77	–
Experienced chronic sadness/hopelessness§				
Male	14	19	19	–
Female	29	34	42	–
Nonbinary	64	84	60	–
Something else	51	59	90	–
Considered suicide§				
Male	8	19	10	–
Female	11	15	16	–
Nonbinary	21	48	37	–
Something else	27	34	80	–
Optimism‡				
Male	59	57	52	–
Female	58	45	43	–
Nonbinary	21	19	32	–
Something else	28	33	41	–
Life satisfaction∓				
Male	74	67	71	–
Female	72	61	63	–
Nonbinary	47	36	52	–
Something else	54	40	68	–

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 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Male	107.4	103.8	105.5	–
Female	104.7	98.6	97.9	–
Nonbinary	94.5	83.1	93.6	–
Something else	93.2	91.0	90.9	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Less than high school	54	54	50	–
High school graduate	62	64	56	–
Some college	59	57	58	–
College degree	70	72	70	–
Don't know	58	55	59	–
School Connectedness[†ψ] ***(Remote Only)***				
Less than high school				–
High school graduate				–
Some college				–
College degree		54	73	–
Don't know				–
Academic Motivation[†]				
Less than high school	67	62	62	–
High school graduate	75	66	57	–
Some college	68	57	55	–
College degree	70	66	65	–
Don't know	62	57	60	–
School is really boring[±]				
Less than high school	36	33	26	–
High school graduate	44	39	37	–
Some college	54	37	36	–
College degree	34	36	42	–
Don't know	33	37	45	–

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

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is worthless and a waste of time[±]				
Less than high school	21	16	10	–
High school graduate	15	17	9	–
Some college	22	11	8	–
College degree	7	16	15	–
Don't know	13	18	25	–
Current absenteeism (≥3 times)[¶]				
Less than high school	14	17	28	–
High school graduate	14	28	36	–
Some college	21	20	41	–
College degree	15	17	20	–
Don't know	16	14	16	–
Trouble focusing on schoolwork[σ]				
Less than high school	51	54	40	–
High school graduate	28	39	58	–
Some college	41	48	59	–
College degree	33	50	51	–
Don't know	29	33	31	–
Caring adult relationships[‡]				
Less than high school	53	63	74	–
High school graduate	56	56	63	–
Some college	64	51	70	–
College degree	71	71	75	–
Don't know	61	55	63	–

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 7 %	Grade 9 %	Grade 11 %	NT %
High expectations‡				
Less than high school	68	73	81	–
High school graduate	70	68	67	–
Some college	76	60	81	–
College degree	81	79	83	–
Don't know	75	66	76	–
Meaningful participation‡				
Less than high school	31	20	25	–
High school graduate	32	26	28	–
Some college	32	33	26	–
College degree	37	31	38	–
Don't know	27	27	25	–
Facilities upkeep$^{\sigma}$				
Less than high school	31	63	42	–
High school graduate	50	44	55	–
Some college	40	47	58	–
College degree	51	63	56	–
Don't know	37	50	52	–
Promotion of parental involvement in school†				
Less than high school	58	57	54	–
High school graduate	68	50	49	–
Some college	59	47	48	–
College degree	63	58	53	–
Don't know	59	49	58	–

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

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

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

† *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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Less than high school	63	65	61	–
High school graduate	61	73	70	–
Some college	49	73	76	–
College degree	74	74	82	–
Don't know	60	59	70	–
Experienced harassment due to five reasons[λ§]				
Less than high school	30	15	16	–
High school graduate	25	18	8	–
Some college	33	17	27	–
College degree	21	21	22	–
Don't know	23	16	27	–
Experienced any harassment or bullying[§]				
Less than high school	38	21	19	–
High school graduate	30	25	13	–
Some college	35	23	34	–
College degree	33	28	30	–
Don't know	31	23	30	–
Had mean rumors or lies spread about you[§]				
Less than high school	44	23	29	–
High school graduate	44	22	24	–
Some college	57	33	18	–
College degree	40	23	27	–
Don't know	31	22	22	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Been afraid of being beaten up[§]				
Less than high school	23	6	6	–
High school graduate	25	6	7	–
Some college	22	12	4	–
College degree	19	13	7	–
Don't know	15	5	3	–
Been in a physical fight[§]				
Less than high school	22	11	4	–
High school graduate	17	6	5	–
Some college	14	8	8	–
College degree	9	3	5	–
Don't know	11	5	4	–
Seen a weapon on campus[§]				
Less than high school	18	9	6	–
High school graduate	9	11	2	–
Some college	18	9	5	–
College degree	9	13	7	–
Don't know	8	4	17	–

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

Table A14.3
Cyberbullying by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Less than high school	43	26	24	–
High school graduate	23	20	24	–
Some college	39	29	19	–
College degree	28	21	21	–
Don't know	27	18	17	–

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

Table A14.4

Substance Use by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
Less than high school	15	8	19	–
High school graduate	3	20	22	–
Some college	2	14	37	–
College degree	5	25	42	–
Don't know	6	6	13	–
Current tobacco use¶				
Less than high school	5	6	5	–
High school graduate	2	4	11	–
Some college	1	3	20	–
College degree	0	10	15	–
Don't know	3	7	17	–
Current marijuana use¶				
Less than high school	2	3	14	–
High school graduate	2	9	16	–
Some college	0	7	29	–
College degree	0	11	26	–
Don't know	4	5	10	–
Current binge drinking¶				
Less than high school	1	2	4	–
High school graduate	0	8	5	–
Some college	0	3	20	–
College degree	1	5	20	–
Don't know	1	3	10	–

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

¶*Past 30 days.*

Table A14.4

Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or "high" 7 or more times, ever				
Less than high school	3	2	12	–
High school graduate	0	9	14	–
Some college	0	11	29	–
College degree	0	13	24	–
Don't know	1	4	10	–
Been drunk or "high" on drugs at school, ever				
Less than high school	6	4	4	–
High school graduate	1	6	11	–
Some college	1	8	24	–
College degree	0	13	14	–
Don't know	2	3	5	–
Current alcohol use¶				
Less than high school	14	6	9	–
High school graduate	0	14	11	–
Some college	2	9	29	–
College degree	4	13	33	–
Don't know	4	3	12	–
Current alcohol use at school¶				
Less than high school	1	6	4	–
High school graduate	0	3	5	–
Some college	0	1	15	–
College degree	3	2	3	–
Don't know	2	2	1	–

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

¶*Past 30 days.*

Table A14.4

Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current cigarette smoking¶				
Less than high school	3	4	3	–
High school graduate	0	0	4	–
Some college	1	1	4	–
College degree	0	1	9	–
Don't know	3	1	9	–
Current use of vape products¶				
Less than high school	3	8	5	–
High school graduate	3	4	14	–
Some college	3	3	21	–
College degree	1	11	14	–
Don't know	4	7	16	–
Current tobacco vaping¶				
Less than high school	2	3	4	–
High school graduate	2	4	10	–
Some college	0	2	18	–
College degree	0	9	12	–
Don't know	2	6	8	–
Current marijuana vaping¶				
Less than high school	2	2	2	–
High school graduate	1	3	13	–
Some college	0	2	20	–
College degree	0	9	11	–
Don't know	1	2	9	–

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

¶*Past 30 days.*

Table A14.5

Health Routines by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Less than high school	65	62	65	–
High school graduate	58	60	49	–
Some college	66	59	59	–
College degree	78	75	61	–
Don’t know	62	68	59	–
Bedtime (at 12 am or later)				
Less than high school	19	16	37	–
High school graduate	10	24	40	–
Some college	16	32	27	–
College degree	8	20	34	–
Don’t know	10	16	16	–

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

[1] *Today.*

Table A14.6

Remote Schooling by Parental Education (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Less than high school				–
High school graduate				–
Some college				–
College degree		99	54	–
Don't know				–
Synchronous instruction (4 days or more)[‖]				
Less than high school				–
High school graduate				–
Some college				–
College degree		49	0	–
Don't know				–
Interest in schoolwork done from home[σ]				
Less than high school				–
High school graduate				–
Some college				–
College degree		32	61	–
Don't know				–
Meaningful opportunities[θ]				
Less than high school				–
High school graduate				–
Some college				–
College degree		66	61	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Less than high school	19	25	25	–
High school graduate	19	28	34	–
Some college	20	27	30	–
College degree	19	29	32	–
Don't know	18	11	21	–
Experienced chronic sadness/hopelessness§				
Less than high school	37	21	31	–
High school graduate	23	26	44	–
Some college	26	38	50	–
College degree	18	30	31	–
Don't know	27	14	20	–
Considered suicide§				
Less than high school	22	5	10	–
High school graduate	9	14	11	–
Some college	5	11	28	–
College degree	8	23	17	–
Don't know	10	5	5	–
Optimism‡				
Less than high school	51	56	41	–
High school graduate	54	46	46	–
Some college	64	50	47	–
College degree	63	50	50	–
Don't know	50	50	39	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction∓				
Less than high school	61	69	69	–
High school graduate	77	70	60	–
Some college	64	56	61	–
College degree	76	62	68	–
Don't know	68	66	61	–

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Indexõ				
Less than high school	100.6	102.9	102.9	–
High school graduate	107.8	103.7	99.4	–
Some college	103.0	100.4	100.0	–
College degree	107.0	99.4	101.2	–
Don't know	105.2	106.6	101.6	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Not English learner	64	67	65	–
English learner	68	59	66	–
Don't know	65	61	56	–
School Connectedness[†ψ] ***(Remote Only)***				
Not English learner		62	68	–
English learner				–
Don't know				–
Academic Motivation[†]				
Not English learner	67	64	63	–
English learner	70	72	54	–
Don't know	71	59	56	–
School is really boring[±]				
Not English learner	35	33	38	–
English learner	36	26	52	–
Don't know	36	62	52	–
School is worthless and a waste of time[±]				
Not English learner	10	14	13	–
English learner	17	10	40	–
Don't know	16	43	21	–
Current absenteeism (≥3 times)[¶]				
Not English learner	16	18	24	–
English learner	8	6	17	–
Don't know	19	23	21	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Trouble focusing on schoolwork[σ]				
Not English learner	33	46	49	–
English learner	51	52	33	–
Don't know	23	59	44	–
Caring adult relationships[‡]				
Not English learner	66	68	72	–
English learner	62	61	62	–
Don't know	65	57	67	–
High expectations[‡]				
Not English learner	79	77	81	–
English learner	74	75	71	–
Don't know	75	63	77	–
Meaningful participation[‡]				
Not English learner	34	30	33	–
English learner	26	33	50	–
Don't know	35	13	24	–
Facilities upkeep[σ]				
Not English learner	45	59	54	–
English learner	54	61	51	–
Don't know	48	58	55	–
Promotion of parental involvement in school[†]				
Not English learner	61	55	53	–
English learner	68	60	44	–
Don't know	61	67	59	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Not English learner	67	72	78	–
English learner	68	57	63	–
Don't know	69	70	60	–
Experienced harassment due to five reasons[λ§]				
Not English learner	24	20	21	–
English learner	18	20	41	–
Don't know	22	11	16	–
Experienced any harassment or bullying[§]				
Not English learner	34	27	27	–
English learner	26	24	44	–
Don't know	30	18	23	–
Had mean rumors or lies spread about you[§]				
Not English learner	41	23	26	–
English learner	32	44	9	–
Don't know	33	20	27	–
Been afraid of being beaten up[§]				
Not English learner	21	11	6	–
English learner	16	12	6	–
Don't know	9	9	4	–
Been in a physical fight[§]				
Not English learner	12	3	5	–
English learner	13	19	6	–
Don't know	9	13	2	–
Seen a weapon on campus[§]				
Not English learner	11	12	7	–
English learner	15	12	2	–
Don't know	6	8	13	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not English learner	30	22	21	–
English learner	23	24	11	–
Don't know	27	20	21	–

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

Table A15.4
Substance Use by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not English learner	5	22	34	–
English learner	3	8	45	–
Don't know	7	11	25	–
Current alcohol or drug use[¶]				
Not English learner	1	9	14	–
English learner	5	3	37	–
Don't know	4	5	5	–
Current marijuana use[¶]				
Not English learner	1	10	22	–
English learner	1	5	38	–
Don't know	2	8	7	–
Current binge drinking[¶]				
Not English learner	1	4	15	–
English learner	1	4	40	–
Don't know	4	6	8	–
Very drunk or "high" 7 or more times, ever				
Not English learner	0	11	22	–
English learner	1	3	4	–
Don't know	1	6	6	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or "high" on drugs at school, ever				
Not English learner	1	11	13	–
English learner	2	4	2	–
Don't know	4	3	6	–
Current alcohol use¶				
Not English learner	4	11	25	–
English learner	2	7	43	–
Don't know	7	9	23	–
Current alcohol use at school¶				
Not English learner	2	2	4	–
English learner	1	6	5	–
Don't know	6	4	3	–
Current cigarette smoking¶				
Not English learner	0	1	7	–
English learner	3	1	34	–
Don't know	3	2	3	–
Current use of vape products¶				
Not English learner	1	10	14	–
English learner	2	6	37	–
Don't know	5	5	3	–
Current tobacco vaping¶				
Not English learner	1	8	12	–
English learner	1	2	3	–
Don't know	2	3	2	–
Current marijuana vaping¶				
Not English learner	1	7	10	–
English learner	1	4	36	–
Don't know	0	3	1	–

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

¶*Past 30 days.*

Table A15.5

Health Routines by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Not English learner	73	71	61	–
English learner	72	84	46	–
Don't know	63	63	50	–
Bedtime (at 12 am or later)				
Not English learner	10	17	33	–
English learner	9	8	15	–
Don't know	11	46	19	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not English learner		97	49	–
English learner				–
Don't know				–
Synchronous instruction (4 days or more)[‖]				
Not English learner		49	0	–
English learner				–
Don't know				–
Interest in schoolwork done from home[σ]				
Not English learner		32	60	–
English learner				–
Don't know				–
Meaningful opportunities[θ]				
Not English learner		97	62	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Not English learner	19	25	30	–
English learner	16	28	16	–
Don't know	19	42	31	–
Experienced chronic sadness/hopelessness§				
Not English learner	21	24	32	–
English learner	29	31	34	–
Don't know	26	47	37	–
Considered suicide§				
Not English learner	9	15	15	–
English learner	7	9	5	–
Don't know	11	37	22	–
Optimism‡				
Not English learner	59	53	47	–
English learner	61	43	53	–
Don't know	54	32	42	–
Life satisfaction∓				
Not English learner	72	66	66	–
English learner	73	57	77	–
Don't know	72	43	63	–

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 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Not English learner	105.8	102.6	101.1	–
English learner	107.8	99.0	107.9	–
Don't know	105.4	88.1	102.5	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness†				
Not currently in English Learner Program	64	67	65	–
Less than 7 years (EL)	70	60	62	–
7 years or more (LTEL)	70	59	79	–
School Connectedness†ψ ***(Remote Only)***				
Not currently in English Learner Program		62	68	–
Less than 7 years (EL)				–
7 years or more (LTEL)				–
Academic Motivation†				
Not currently in English Learner Program	67	64	63	–
Less than 7 years (EL)	69	72	51	–
7 years or more (LTEL)	75	79	68	–
School is really boring±				
Not currently in English Learner Program	35	33	38	–
Less than 7 years (EL)	36	27	57	–
7 years or more (LTEL)	35	23	35	–
School is worthless and a waste of time±				
Not currently in English Learner Program	10	14	13	–
Less than 7 years (EL)	19	10	46	–
7 years or more (LTEL)	11	5	9	–
Current absenteeism (≥3 times)¶				
Not currently in English Learner Program	16	18	24	–
Less than 7 years (EL)	10	8	16	–
7 years or more (LTEL)	3	0	16	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Trouble focusing on schoolwork[σ]				
Not currently in English Learner Program	33	46	49	–
Less than 7 years (EL)	52	46	30	–
7 years or more (LTEL)	54	67	48	–
Caring adult relationships[‡]				
Not currently in English Learner Program	66	68	72	–
Less than 7 years (EL)	62	62	64	–
7 years or more (LTEL)	66	60	54	–
High expectations[‡]				
Not currently in English Learner Program	79	77	81	–
Less than 7 years (EL)	70	70	70	–
7 years or more (LTEL)	84	89	81	–
Meaningful participation[‡]				
Not currently in English Learner Program	34	30	33	–
Less than 7 years (EL)	24	26	51	–
7 years or more (LTEL)	33	53	41	–
Facilities upkeep[σ]				
Not currently in English Learner Program	45	59	54	–
Less than 7 years (EL)	48	57	53	–
7 years or more (LTEL)	70	77	42	–
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	61	55	53	–
Less than 7 years (EL)	75	52	45	–
7 years or more (LTEL)	58	85	38	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Not currently in English Learner Program	67	72	78	–
Less than 7 years (EL)	67	59	54	–
7 years or more (LTEL)	69	51	92	–
Experienced harassment due to five reasons[λ§]				
Not currently in English Learner Program	24	20	21	–
Less than 7 years (EL)	12	25	48	–
7 years or more (LTEL)	27	10	0	–
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	34	27	27	–
Less than 7 years (EL)	22	27	51	–
7 years or more (LTEL)	30	15	0	–
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	41	23	26	–
Less than 7 years (EL)	29	41	9	–
7 years or more (LTEL)	37	50	8	–
Been afraid of being beaten up[§]				
Not currently in English Learner Program	21	11	6	–
Less than 7 years (EL)	13	11	5	–
7 years or more (LTEL)	23	9	8	–
Been in a physical fight[§]				
Not currently in English Learner Program	12	3	5	–
Less than 7 years (EL)	18	8	8	–
7 years or more (LTEL)	0	42	0	–
Seen a weapon on campus[§]				
Not currently in English Learner Program	11	12	7	–
Less than 7 years (EL)	13	16	3	–
7 years or more (LTEL)	20	5	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 A16.3

Cyberbullying by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not currently in English Learner Program	30	22	21	–
Less than 7 years (EL)	22	15	12	–
7 years or more (LTEL)	22	44	9	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	5	22	34	–
Less than 7 years (EL)	4	7	50	–
7 years or more (LTEL)	2	9	19	–
Current tobacco use[¶]				
Not currently in English Learner Program	1	9	14	–
Less than 7 years (EL)	6	3	43	–
7 years or more (LTEL)	2	3	5	–
Current marijuana use[¶]				
Not currently in English Learner Program	1	10	22	–
Less than 7 years (EL)	2	3	42	–
7 years or more (LTEL)	0	6	19	–
Current binge drinking[¶]				
Not currently in English Learner Program	1	4	15	–
Less than 7 years (EL)	1	3	44	–
7 years or more (LTEL)	0	9	19	–
Very drunk or "high" 7 or more times, ever				
Not currently in English Learner Program	0	11	22	–
Less than 7 years (EL)	1	3	1	–
7 years or more (LTEL)	2	3	17	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or "high" on drugs at school, ever				
Not currently in English Learner Program	1	11	13	–
Less than 7 years (EL)	1	5	3	–
7 years or more (LTEL)	4	3	0	–
Current alcohol use¶				
Not currently in English Learner Program	4	11	25	–
Less than 7 years (EL)	3	7	48	–
7 years or more (LTEL)	0	9	19	–
Current alcohol use at school¶				
Not currently in English Learner Program	2	2	4	–
Less than 7 years (EL)	2	8	5	–
7 years or more (LTEL)	0	3	8	–
Current cigarette smoking¶				
Not currently in English Learner Program	0	1	7	–
Less than 7 years (EL)	5	0	40	–
7 years or more (LTEL)	0	3	0	–
Current use of vape products¶				
Not currently in English Learner Program	1	10	14	–
Less than 7 years (EL)	3	6	43	–
7 years or more (LTEL)	2	7	5	–
Current tobacco vaping¶				
Not currently in English Learner Program	1	8	12	–
Less than 7 years (EL)	1	3	3	–
7 years or more (LTEL)	0	0	5	–
Current marijuana vaping¶				
Not currently in English Learner Program	1	7	10	–
Less than 7 years (EL)	1	5	42	–
7 years or more (LTEL)	0	4	5	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Not currently in English Learner Program	73	71	61	–
Less than 7 years (EL)	79	87	42	–
7 years or more (LTEL)	57	79	74	–
Bedtime (at 12 am or later)				
Not currently in English Learner Program	10	17	33	–
Less than 7 years (EL)	11	7	15	–
7 years or more (LTEL)	3	10	21	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program		97	49	–
Less than 7 years (EL)				–
7 years or more (LTEL)				–
Synchronous instruction (4 days or more)[ǁ]				
Not currently in English Learner Program		49	0	–
Less than 7 years (EL)				–
7 years or more (LTEL)				–
Interest in schoolwork done from home[σ]				
Not currently in English Learner Program		32	60	–
Less than 7 years (EL)				–
7 years or more (LTEL)				–
Meaningful opportunities[θ]				
Not currently in English Learner Program		97	62	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Not currently in English Learner Program	19	25	30	–
Less than 7 years (EL)	12	18	16	–
7 years or more (LTEL)	23	45	17	–
Experienced chronic sadness/hopelessness§				
Not currently in English Learner Program	21	24	32	–
Less than 7 years (EL)	16	25	40	–
7 years or more (LTEL)	55	43	12	–
Considered suicide§				
Not currently in English Learner Program	9	15	15	–
Less than 7 years (EL)	4	8	6	–
7 years or more (LTEL)	13	10	0	–
Optimism‡				
Not currently in English Learner Program	59	53	47	–
Less than 7 years (EL)	55	43	52	–
7 years or more (LTEL)	80	45	59	–
Life satisfaction∓				
Not currently in English Learner Program	72	66	66	–
Less than 7 years (EL)	75	59	73	–
7 years or more (LTEL)	67	53	90	–

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 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Not currently in English Learner Program	105.8	102.6	101.1	–
Less than 7 years (EL)	109.0	100.5	107.0	–
7 years or more (LTEL)	105.4	96.3	111.4	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
No IEP	65	66	67	–
IEP	69	66	61	–
Don't know	60	68	52	–
Prefer not to say	40	59	48	–
School Connectedness[†ψ] ***(Remote Only)***				
No IEP		59	68	–
IEP			61	–
Don't know				–
Prefer not to say				–
Academic Motivation[†]				
No IEP	68	68	66	–
IEP	71	61	57	–
Don't know	64	43	54	–
Prefer not to say	62	38	52	–
School is really boring[±]				
No IEP	35	33	39	–
IEP	29	49	38	–
Don't know	40	27	55	–
Prefer not to say	45	59	42	–
School is worthless and a waste of time[±]				
No IEP	11	10	13	–
IEP	13	37	18	–
Don't know	10	9	19	–
Prefer not to say	22	55	20	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥3 times)¶				
No IEP	16	15	20	–
IEP	12	25	34	–
Don't know	12	19	21	–
Prefer not to say	34	21	41	–
Trouble focusing on schoolwork$^{\sigma}$				
No IEP	30	36	46	–
IEP	52	75	57	–
Don't know	37	69	53	–
Prefer not to say	54	38	37	–
Caring adult relationships‡				
No IEP	67	65	72	–
IEP	72	71	73	–
Don't know	59	70	67	–
Prefer not to say	42	50	62	–
High expectations‡				
No IEP	78	76	80	–
IEP	83	70	81	–
Don't know	73	80	77	–
Prefer not to say	63	67	68	–
Meaningful participation‡				
No IEP	35	34	32	–
IEP	41	16	37	–
Don't know	23	23	23	–
Prefer not to say	23	26	27	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[σ]				
No IEP	45	56	54	–
IEP	53	70	55	–
Don't know	50	61	54	–
Prefer not to say	28	45	34	–
Promotion of parental involvement in school[†]				
No IEP	61	53	54	–
IEP	68	70	50	–
Don't know	59	53	61	–
Prefer not to say	58	27	47	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
No IEP	68	73	78	–
IEP	62	62	77	–
Don't know	67	72	55	–
Prefer not to say	68	56	51	–
Experienced harassment due to five reasons[λ§]				
No IEP	23	18	20	–
IEP	27	24	27	–
Don't know	22	14	16	–
Prefer not to say	51	57	17	–
Experienced any harassment or bullying[§]				
No IEP	32	25	25	–
IEP	32	27	38	–
Don't know	34	25	20	–
Prefer not to say	65	57	20	–
Had mean rumors or lies spread about you[§]				
No IEP	38	24	23	–
IEP	30	18	33	–
Don't know	51	27	25	–
Prefer not to say	52	41	24	–
Been afraid of being beaten up[§]				
No IEP	17	8	5	–
IEP	27	21	9	–
Don't know	21	7	5	–
Prefer not to say	57	21	17	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
No IEP	10	5	4	–
IEP	21	4	8	–
Don't know	13	3	6	–
Prefer not to say	18	41	15	–
Seen a weapon on campus[§]				
No IEP	10	8	7	–
IEP	13	6	8	–
Don't know	12	39	16	–
Prefer not to say	6	14	6	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
No IEP	28	23	20	–
IEP	28	19	24	–
Don't know	37	19	21	–
Prefer not to say	44	25	24	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
No IEP	5	14	34	–
IEP	4	30	35	–
Don't know	7	39	22	–
Prefer not to say	10	17	6	–
Current tobacco use¶				
No IEP	1	6	13	–
IEP	3	4	19	–
Don't know	4	33	8	–
Prefer not to say	2	16	6	–
Current marijuana use¶				
No IEP	1	7	21	–
IEP	3	5	27	–
Don't know	1	33	11	–
Prefer not to say	2	11	6	–
Current binge drinking¶				
No IEP	1	5	15	–
IEP	0	5	19	–
Don't know	4	2	10	–
Prefer not to say	0	10	0	–
Very drunk or "high" 7 or more times, ever				
No IEP	0	4	21	–
IEP	1	18	21	–
Don't know	1	34	9	–
Prefer not to say	2	7	10	–
Been drunk or "high" on drugs at school, ever				
No IEP	1	4	11	–
IEP	3	17	18	–
Don't know	2	33	7	–
Prefer not to say	2	9	12	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
No IEP	4	11	27	–
IEP	3	15	23	–
Don't know	6	4	19	–
Prefer not to say	7	13	0	–
Current alcohol use at school¶				
No IEP	2	3	3	–
IEP	3	2	8	–
Don't know	4	1	2	–
Prefer not to say	0	13	0	–
Current cigarette smoking¶				
No IEP	0	2	6	–
IEP	3	0	14	–
Don't know	3	1	3	–
Prefer not to say	0	13	0	–
Current use of vape products¶				
No IEP	1	7	13	–
IEP	4	6	19	–
Don't know	2	34	6	–
Prefer not to say	2	19	6	–
Current tobacco vaping¶				
No IEP	1	5	11	–
IEP	3	3	14	–
Don't know	1	33	6	–
Prefer not to say	2	10	6	–
Current marijuana vaping¶				
No IEP	1	4	9	–
IEP	0	3	17	–
Don't know	1	31	4	–
Prefer not to say	2	13	0	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
No IEP	72	72	60	–
IEP	73	63	64	–
Don't know	68	75	50	–
Prefer not to say	74	75	48	–
Bedtime (at 12 am or later)				
No IEP	9	15	31	–
IEP	16	36	36	–
Don't know	12	13	24	–
Prefer not to say	16	34	44	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
No IEP		96	61	–
IEP			19	–
Don't know				–
Prefer not to say				–
Synchronous instruction (4 days or more)[ǀ]				
No IEP		39	0	–
IEP			0	–
Don't know				–
Prefer not to say				–
Interest in schoolwork done from home[σ]				
No IEP		39	65	–
IEP			60	–
Don't know				–
Prefer not to say				–
Meaningful opportunities[θ]				
No IEP		97	55	–
IEP			61	–
Don't know				–
Prefer not to say				–

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

[¶]*Past 30 days.*

[ǀ]*Past 7 days.*

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

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

Table A17.7

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
No IEP	18	21	28	–
IEP	21	37	35	–
Don't know	24	45	32	–
Prefer not to say	32	43	19	–
Experienced chronic sadness/hopelessness§				
No IEP	20	21	29	–
IEP	18	49	42	–
Don't know	35	17	40	–
Prefer not to say	49	64	40	–
Considered suicide§				
No IEP	9	8	13	–
IEP	10	41	18	–
Don't know	14	37	25	–
Prefer not to say	7	17	12	–
Optimism‡				
No IEP	61	59	48	–
IEP	57	34	43	–
Don't know	49	26	44	–
Prefer not to say	49	57	25	–
Life satisfaction∓				
No IEP	74	70	66	–
IEP	77	49	69	–
Don't know	65	48	61	–
Prefer not to say	50	31	59	–

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 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
No IEP	106.7	104.6	101.6	–
IEP	106.2	92.4	100.3	–
Don't know	102.8	93.7	100.8	–
Prefer not to say	94.4	90.1	101.4	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness†				
Home with one or more parent or guardian	66	67	65	–
Foster home				–
Homeless		53		–
Other living arrangement	54	50	56	–
School Connectedness†ψ ***(Remote Only)***				
Home with one or more parent or guardian		53	66	–
Foster home				–
Homeless				–
Other living arrangement				–
Academic Motivation†				
Home with one or more parent or guardian	68	64	63	–
Foster home				–
Homeless		50		–
Other living arrangement	67	55	63	–
School is really boring±				
Home with one or more parent or guardian	36	36	40	–
Foster home				–
Homeless		45		–
Other living arrangement	34	31	34	–
School is worthless and a waste of time±				
Home with one or more parent or guardian	10	16	15	–
Foster home				–
Homeless		32		–
Other living arrangement	16	21	15	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥3 times)¶				
Home with one or more parent or guardian	15	17	23	–
Foster home				–
Homeless		32		–
Other living arrangement	17	32	33	–
Trouble focusing on schoolwork$^{\sigma}$				
Home with one or more parent or guardian	33	48	49	–
Foster home				–
Homeless		36		–
Other living arrangement	34	49	35	–
Caring adult relationships‡				
Home with one or more parent or guardian	67	67	72	–
Foster home				–
Homeless		41		–
Other living arrangement	50	61	64	–
High expectations‡				
Home with one or more parent or guardian	78	76	81	–
Foster home				–
Homeless		46		–
Other living arrangement	71	67	71	–
Meaningful participation‡				
Home with one or more parent or guardian	35	29	34	–
Foster home				–
Homeless		16		–
Other living arrangement	21	20	21	–

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 A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[σ]				
Home with one or more parent or guardian	46	60	54	–
Foster home				–
Homeless		55		–
Other living arrangement	45	49	44	–
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	63	57	54	–
Foster home				–
Homeless		48		–
Other living arrangement	56	46	51	–

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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Home with one or more parent or guardian	70	71	77	–
Foster home				–
Homeless		56		–
Other living arrangement	45	68	75	–
Experienced harassment due to five reasons[λ§]				
Home with one or more parent or guardian	22	19	22	–
Foster home				–
Homeless		32		–
Other living arrangement	37	20	13	–
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	31	25	27	–
Foster home				–
Homeless		32		–
Other living arrangement	52	36	29	–
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	38	23	26	–
Foster home				–
Homeless		35		–
Other living arrangement	50	35	25	–
Been afraid of being beaten up[§]				
Home with one or more parent or guardian	18	10	6	–
Foster home				–
Homeless		20		–
Other living arrangement	39	16	10	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
Home with one or more parent or guardian	12	5	5	–
Foster home				–
Homeless		23		–
Other living arrangement	14	7	2	–
Seen a weapon on campus[§]				
Home with one or more parent or guardian	9	11	8	–
Foster home				–
Homeless		29		–
Other living arrangement	26	11	6	–

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

Table A18.3
Cyberbullying by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Home with one or more parent or guardian	29	21	21	–
Foster home				–
Homeless		23		–
Other living arrangement	38	38	18	–

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

Table A18.4
Substance Use by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
Home with one or more parent or guardian	4	20	33	–
Foster home				–
Homeless		32		–
Other living arrangement	17	11	40	–
Current tobacco use¶				
Home with one or more parent or guardian	1	8	15	–
Foster home				–
Homeless		20		–
Other living arrangement	6	11	11	–
Current marijuana use¶				
Home with one or more parent or guardian	1	9	22	–
Foster home				–
Homeless		25		–
Other living arrangement	4	4	25	–
Current binge drinking¶				
Home with one or more parent or guardian	1	4	16	–
Foster home				–
Homeless		17		–
Other living arrangement	0	8	8	–
Very drunk or "high" 7 or more times, ever				
Home with one or more parent or guardian	0	10	20	–
Foster home				–
Homeless		9		–
Other living arrangement	0	14	35	–
Been drunk or "high" on drugs at school, ever				
Home with one or more parent or guardian	1	10	12	–
Foster home				–
Homeless		16		–
Other living arrangement	4	13	11	–

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

Table A18.4

Substance Use by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
Home with one or more parent or guardian	3	11	26	–
Foster home				–
Homeless		21		–
Other living arrangement	17	11	19	–
Current alcohol use at school¶				
Home with one or more parent or guardian	1	2	4	–
Foster home				–
Homeless		21		–
Other living arrangement	12	7	4	–
Current cigarette smoking¶				
Home with one or more parent or guardian	1	1	8	–
Foster home				–
Homeless		16		–
Other living arrangement	6	4	9	–
Current use of vape products¶				
Home with one or more parent or guardian	1	9	14	–
Foster home				–
Homeless		20		–
Other living arrangement	6	11	13	–
Current tobacco vaping¶				
Home with one or more parent or guardian	1	7	11	–
Foster home				–
Homeless		17		–
Other living arrangement	4	8	11	–
Current marijuana vaping¶				
Home with one or more parent or guardian	1	7	11	–
Foster home				–
Homeless		17		–
Other living arrangement	1	5	5	–

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

¶*Past 30 days.*

Table A18.5
Health Routines by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Home with one or more parent or guardian	72	71	61	–
Foster home				–
Homeless		31		–
Other living arrangement	65	59	52	–
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	9	20	31	–
Foster home				–
Homeless		29		–
Other living arrangement	18	20	41	–

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

Table A18.6

Remote Schooling by Living Situation ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Home with one or more parent or guardian		97	48	–
Foster home				–
Homeless				–
Other living arrangement				–
Synchronous instruction (4 days or more)[ǁ]				
Home with one or more parent or guardian		37	0	–
Foster home				–
Homeless				–
Other living arrangement				–
Interest in schoolwork done from home[σ]				
Home with one or more parent or guardian		24	61	–
Foster home				–
Homeless				–
Other living arrangement				–
Meaningful opportunities[θ]				
Home with one or more parent or guardian		73	61	–
Foster home				–
Homeless				–
Other living arrangement				–

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

[¶]*Past 30 days.*

[ǁ]*Past 7 days.*

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

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

Table A18.7

Social and Emotional Health by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Home with one or more parent or guardian	18	27	30	–
Foster home				–
Homeless		26		–
Other living arrangement	33	26	29	–
Experienced chronic sadness/hopelessness§				
Home with one or more parent or guardian	21	27	31	–
Foster home				–
Homeless		41		–
Other living arrangement	38	36	49	–
Considered suicide§				
Home with one or more parent or guardian	8	18	14	–
Foster home				–
Homeless		15		–
Other living arrangement	21	17	31	–
Optimism‡				
Home with one or more parent or guardian	60	51	47	–
Foster home				–
Homeless		53		–
Other living arrangement	46	35	40	–
Life satisfaction∓				
Home with one or more parent or guardian	74	64	67	–
Foster home				–
Homeless		64		–
Other living arrangement	54	55	56	–

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 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Home with one or more parent or guardian	106.7	101.0	101.5	–
Foster home				–
Homeless		102.8		–
Other living arrangement	97.2	98.1	98.0	–

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.

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1

Student Sample for AOD Indicators

	Grade 7	Grade 9	Grade 11	NT[A]
Number of districts	0	3	3	–
Number of schools	0	8	8	–
Number of students	0	1,067	1,014	–

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot		7	8	–	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	na	11	7	–	B.I.3.5
Driving under the influence experiences		6	14	–	B.I.3.6
Consequences of AOD Consumption					
Caused one or more problems	na	14	18	–	B.I.4.2
Caused one or more dependency-related experiences	na	18	21	–	B.I.4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	41	32	–	B.I.5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day		53	45	–	B.I.7.1
Trying marijuana once or twice		35	16	–	B.I.7.1
Using marijuana once a month or more		46	26	–	B.I.7.1

Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1
Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulants

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	99	99	–
1 time	na	0	0	–
2 to 3 times	na	0	1	–
4 or more times	na	1	0	–
Tranquilizers or sedatives				
0 times	na	99	94	–
1 time	na	0	3	–
2 to 3 times	na	0	1	–
4 or more times	na	1	2	–
Appetite suppressants				
0 times	na	92	95	–
1 time	na	0	0	–
2 to 3 times	na	1	1	–
4 or more times	na	7	4	–
Ritalin or Adderall or other prescription stimulant				
0 times	na	88	93	–
1 time	na	2	1	–
2 to 3 times	na	0	2	–
4 or more times	na	10	4	–

Question HS B.I.6-9: During your life, how many times have you used the following?... Heroin... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Appetite suppressants (Didrex, Dexedrine, Xenadrine, Skittles, M&Ms)... Ritalin or Adderall or other prescription stimulant.
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table B.I.3.2
Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never		62	48	–
10 years or under		9	7	–
11-12 years old		5	5	–
13-14 years old		21	18	–
15-16 years old		3	21	–
17 years or older		0	2	–
Marijuana (smoke, vape, eat, or drink)				
Never		77	61	–
10 years or under		1	1	–
11-12 years old		2	3	–
13-14 years old		18	17	–
15-16 years old		2	17	–
17 years or older		0	1	–
Any other illegal drug or pill to get "high"				
Never		93	86	–
10 years or under		1	0	–
11-12 years old		0	0	–
13-14 years old		5	3	–
15-16 years old		1	10	–
17 years or older		0	0	–

Question HS/MS B.I.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, vape, eat, or drink)... Any other illegal drug or pill to get "high."
Note: Cells are empty if there are less than 10 respondents.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never		87	78	–
10 years or under		2	1	–
11-12 years old		1	2	–
13-14 years old		10	8	–
15-16 years old		1	10	–
17 years or older		0	1	–
A vape product such as an e-cigarette, vape pen, or mod				
Never		77	73	–
10 years or under		1	1	–
11-12 years old		3	4	–
13-14 years old		17	12	–
15-16 years old		1	10	–
17 years or older		0	1	–

Question HS/MS B.I.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.
Note: Cells are empty if there are less than 10 respondents.

Table B.I.3.4
Usual Alcohol Consumption Level

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don’t drink alcohol		77	66	–
Just enough to feel it a little		8	9	–
Enough to feel it moderately		7	17	–
Until I feel it a lot or get really drunk		7	8	–

Question HS B.I.10/MS B.I.6: If you drink alcohol, how much do you usually drink?
Note: Cells are empty if there are less than 10 respondents.

Table B.I.3.5
Usual Drug Consumption Level

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	80	70	–
Just enough to feel a little high	na	4	8	–
Enough to feel it moderately	na	6	15	–
Until I feel it a lot or get really high	na	11	7	–

Question HS B.I.11: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	94	86	–
1 time	na	3	5	–
2 times	na	1	3	–
3 to 6 times	na	1	3	–
7 or more times	na	1	3	–
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never		na	na	na
1 time		na	na	na
2 times		na	na	na
3 to 6 times		na	na	na
7 or more times		na	na	na

Question HS B.I.35/MS B.I.25: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

4. Reasons for and Consequences of AOD Consumption

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.		67	59	–
To experiment (try using)		10	13	–
To get high		15	21	–
To have a good time with friends		22	31	–
To fit in with a group you like		2	4	–
Because of boredom		9	13	–
To relax		11	19	–
To get away from problems		13	13	–
Because of anger or frustration		2	5	–
To get through the day		6	7	–
Because it made you feel better		13	12	–
To seek deeper insights and understanding		2	10	–
None of the above		8	5	–

Question HS B.I.12/MS B.I.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents.
Total percentages may exceed 100% for "mark all that apply" items.

Table B.I.4.2
Problems Caused by AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	72	63	–
I've used alcohol or drugs but never had any of these problems	na	15	21	–
Have problems with emotions, nerves, or mental health	na	3	10	–
Get into trouble or have problems with the police	na	1	3	–
Have money problems	na	1	3	–
Miss school	na	1	3	–
Have problems with schoolwork	na	5	5	–
Fight with others	na	1	2	–
Damage a friendship	na	1	3	–
Physically hurt or injure yourself	na	1	3	–
Have unwanted or unprotected sex	na	4	2	–
Forget what happened or pass out	na	7	7	–
Been suspended from school	na	0	1	–
One or more problems	na	14	18	–

Question HS B.I.13: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents.
Total percentages may exceed 100% for "mark all that apply" items.
na—Not asked of middle school students.

Table B.I.4.3

Alcohol or Other Drug Use Caused Dependency-Related Experiences

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	72	63	–
I use alcohol or drugs but have not experienced any of these things	na	11	19	–
Found you had to increase how much you use to have the same effect as before	na	12	11	–
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	1	6	–
Used alcohol or drugs a lot more than you intended	na	4	9	–
Used alcohol or drugs when you were alone	na	10	14	–
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	5	2	–
You didn't feel OK unless you had something to drink or used a drug	na	1	6	–
Thought about reducing or stopping use	na	5	11	–
Told yourself you were not going to use but found yourself using anyway	na	3	5	–
Spoke with someone about reducing or stopping use	na	2	4	–
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	–
One or more dependency-related experiences	na	18	21	–

Question HS B.I.14: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

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

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

na—Not asked of middle school students.

Table B.I.4.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	25	21	–
Likely	na	39	30	–
Not likely	na	13	23	–
Don't know	na	23	26	–

Question HS B.I.17: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B.I.5.1
Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	73	68	–
No, but I do use alcohol or other drugs	na	26	30	–
Yes, I have felt that I needed help	na	1	2	–

Question HS B.I.15: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table B.I.5.2
Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	41	32	–
Likely	na	30	39	–
Not likely	na	7	14	–
Don’t know	na	22	15	–

Question HS B.I.16: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		43	42	–
Yes		57	58	–

Question HS B.I.23/MS B.I.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?
Note: Cells are empty if there are less than 10 respondents.

6. Availability

Table B.I.6.1
Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school		5	4	–
At parties		38	41	–
At concerts or other social events		9	16	–
At their own home		22	26	–
From adults at friends' homes		13	16	–
From friends or another teenager		28	37	–
Get adults to buy it for them		12	20	–
Buy it themselves from a store		10	25	–
At bars, clubs, or gambling casinos		2	5	–
Other		9	11	–
Don't know		62	55	–

Question HS B.I.18/MS B.I.8: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents.
Total percentages may exceed 100% for "mark all that apply" items.

Table B.I.6.2
Sources for Obtaining Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school		10	13	–
At parties		20	28	–
At concerts or other social events		6	15	–
At their own home		10	19	–
From an adult acquaintance		10	17	–
From friends or another teenager		29	35	–
Buy it at a marijuana dispensary		8	23	–
At bars or clubs		2	3	–
Other		7	10	–
Don’t know		67	62	–

Question HS B.I.19/MS B.I.9: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents.
Total percentages may exceed 100% for “mark all that apply” items.

7. Influences on ATOD Use

Table B.I.7.1
Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove		25	30	–
Somewhat disapprove		22	25	–
Strongly disapprove		53	45	–
Trying marijuana once or twice				
Neither approve nor disapprove		47	68	–
Somewhat disapprove		18	16	–
Strongly disapprove		35	16	–
Using marijuana once a month or more regularly				
Neither approve nor disapprove		37	56	–
Somewhat disapprove		18	18	–
Strongly disapprove		46	26	–

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

Table B.I.7.2
Parent Disapproval of ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong		77	72	–
Wrong		18	20	–
A little wrong		3	6	–
Not at all wrong		3	2	–
Smoke tobacco				
Very wrong		79	70	–
Wrong		16	19	–
A little wrong		2	10	–
Not at all wrong		2	1	–
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong		82	69	–
Wrong		13	23	–
A little wrong		4	7	–
Not at all wrong		2	1	–
Use marijuana (smoke, vape, eat, or drink)				
Very wrong		76	54	–
Wrong		15	21	–
A little wrong		7	17	–
Not at all wrong		3	8	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong		88	82	–
Wrong		9	15	–
A little wrong		1	2	–
Not at all wrong		2	1	–

Question HS B.I.25-29/MS B.I.15-19: How wrong do your parents or guardians feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.
Note: Cells are empty if there are less than 10 respondents.

Table B.I.7.3
Peer Disapproval of ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong		53	44	–
Wrong		32	30	–
A little wrong		10	18	–
Not at all wrong		6	8	–
Smoke tobacco				
Very wrong		52	39	–
Wrong		24	30	–
A little wrong		14	19	–
Not at all wrong		10	13	–
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong		50	38	–
Wrong		22	24	–
A little wrong		15	23	–
Not at all wrong		13	15	–
Use marijuana (smoke, vape, eat, or drink)				
Very wrong		48	32	–
Wrong		20	20	–
A little wrong		17	19	–
Not at all wrong		16	29	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong		59	52	–
Wrong		22	26	–
A little wrong		15	16	–
Not at all wrong		4	5	–

Question HS B.I.30-34/MS B.I.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.
Note: Cells are empty if there are less than 10 respondents.

Table B.I.7.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		19	31	–
Yes		81	69	–

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

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

Appendix I

2023–24 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Bolinas-Stinson Union				
Kentfield Elementary				
Lagunitas Elementary	100			
Larkspur-Corte Madera	100			
Marin County Office of Education				
Mill Valley Elementary	96			
Miller Creek Elementary				
Nicasio				
Novato Unified	87	85	80	
Reed Union Elementary				
Ross Elementary				
Ross Valley Elementary				
San Rafael City Elementary				
San Rafael City High				
Sausalito Marin City	68			
Shoreline Unified	80	85	84	
Tamalpais Union High		80	68	

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2023–25 public school and enrollment data files.

Appendix II

2024–25 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Bolinas-Stinson Union				
Kentfield Elementary				
Lagunitas Elementary				
Larkspur-Corte Madera				
Marin County Office of Education				
Mill Valley Elementary				
Miller Creek Elementary				
Nicasio				
Novato Unified				
Reed Union Elementary	100			
Ross Elementary				
Ross Valley Elementary	85			
San Rafael City Elementary	81			
San Rafael City High		83	77	
Sausalito Marin City	100			
Shoreline Unified	74	93	84	
Tamalpais Union High				

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2023–25 public school and enrollment data files.

Appendix III

CHKS Content Overview, 2024-25

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[2]

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

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

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

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

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

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

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

[3] See calschls.org/reports-data/#scrc

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

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

Youth in Foster Care

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

Unhoused Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[15] [16] For example, analysis of the Biennial State CHKS data indicate that LGBTQ 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;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and

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

[11] See calschls.org/my-surveys/

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

[13] See calschls.org/my-surveys/

[14] See calschls.org/my-surveys/

[15] Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. Download wested.org/resources/lgbtq-students-in-california/

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

[17] See calschls.org/my-surveys/

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

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

SCHOOL PERFORMANCE, ENGAGEMENT, AND SUPPORTS (Section 6)

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

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale, school boredom, and self-reported grades provide insight into cognitive engagement; the School Connectedness scale and school value item into emotional engagement; and attendance data into behavioral engagement. Another behavioral engagement indicator on the survey is substance use at school. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience three protective factors in their school (caring relationships, high expectations, and opportunities for meaningful participation). These protective factors characterize a positive school climate and are linked to school connectedness and positive academic, behavioral, and health outcomes. Other school climate factors assessed are the level of parent involvement and the quality of the school physical environment, both also LCAP priorities. The likelihood that students will be motivated and engaged is increased to the extent that their teachers, family, and friends effectively support their purposeful involvement in learning and in school.

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception.

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.[19]

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the

[18] Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12-23. https://doi.org/10.1016/j.learninstruc.2013.04.002

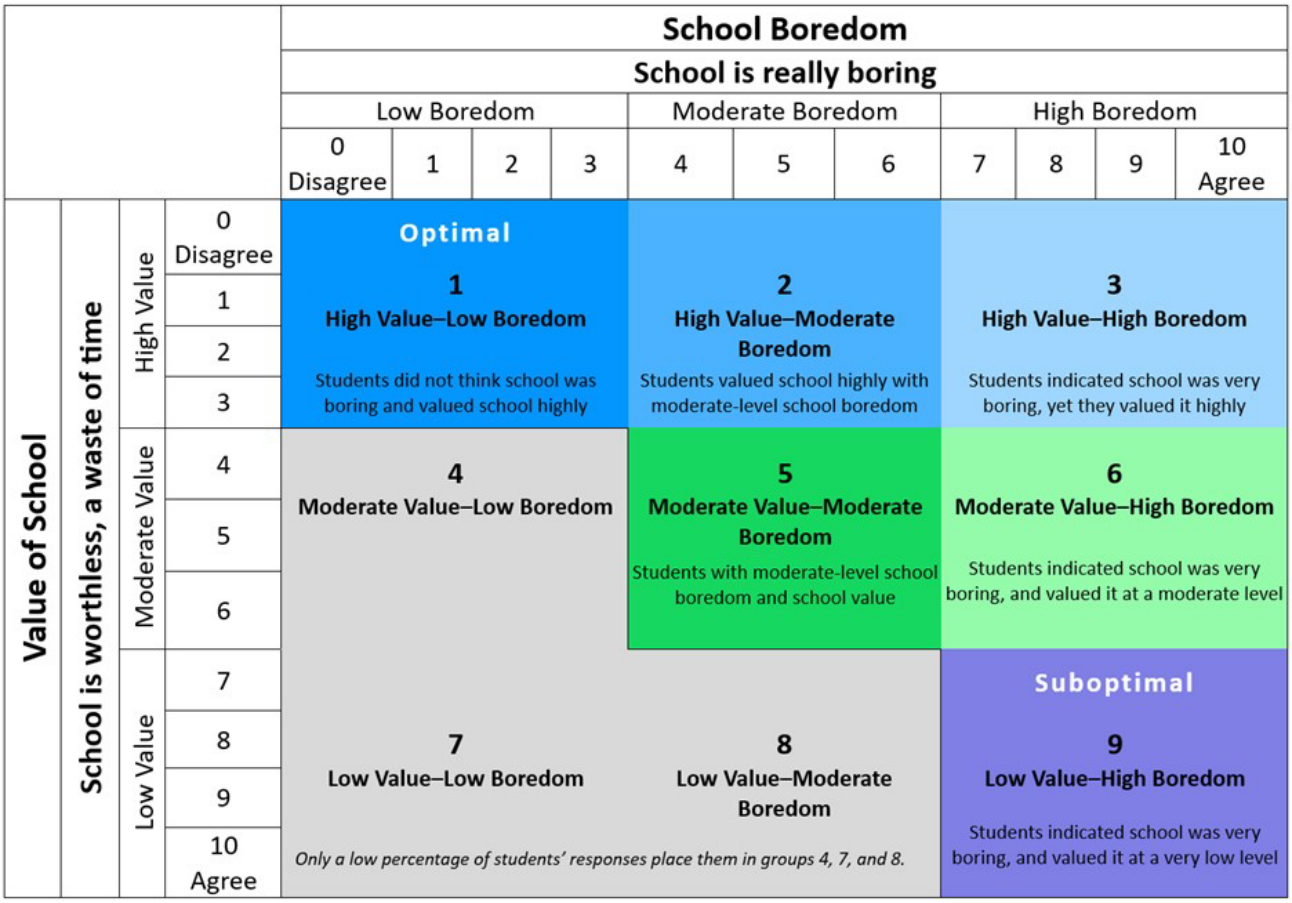
[19] Download data.calschls.org/resources/Biennial_State_1921.pdf

necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students' school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.[20,21,22]



[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

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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

academic, social-emotional, and health outcomes.[31] It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[32] This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.[33] [34]

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.[35]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[36] Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school

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[31] National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

[32] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.

[33] Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

[34] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

[35] Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review,* 66:3, 377-397.

[36] Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

safety.[37] Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.[38] These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.[39] [40] [41]

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A6.3).

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.[42]

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students.

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.[43] Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.[44] [45] They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or

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[37] The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

[38] Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

[39] Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

[40] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

[41] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

[42] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

[43] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

[44] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

[45] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.[46] Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.[47] About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

An important barrier to learning, positive youth development, and health, substance use is assessed by the CHKS Core.

Alcohol and Other Drug Use (Section 9)

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.[48]

Alcohol and Other Drug Use at School (Section 9)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.[49] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[50] [51]

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related

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[46] Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

[47] Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

[48] Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

[49] Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

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

[51] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[52] [53]

SOCIAL AND EMOTIONAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.[54] They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.[55]

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.[56] [57]

See also the percentage of students who report missing school because they "felt very sad, hopeless, anxious, stressed, or angry." In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster social-emotional competencies.

[52] Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf
[53] Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf
[54] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf
[55] Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf
[56] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf
[57] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf