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SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Sacramento 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	7	7	–
Number of schools	70	51	50	–
Number of students	18,522	14,836	12,956	–

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	17,995	14,445	12,494	–
Remote learning only	527	391	462	–

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†	56	53	55	–	A6.4
School connectedness†ψ ***(Remote Only)***	57	50	51	–	A6.4
Academic motivation†	66	63	63	–	A6.4
School is really boring±	39	42	39	–	A6.11
School is worthless and a waste of time±	12	11	13	–	A6.11
Current absenteeism (≥3 times)¶	15	15	15	–	A6.2
Trouble focusing on schoolwork$^{\sigma}$	37	37	39	–	A6.10
Caring adult relationships‡	62	58	64	–	A6.4
High expectations‡	73	69	73	–	A6.4
Meaningful participation‡	31	27	30	–	A6.4
Facilities upkeep$^{\sigma}$	39	44	37	–	A6.15
Promotion of parental involvement in school†	58	50	49	–	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe	55	57	58	–	A8.1
Experienced any harassment or bullying§	39	29	21	–	A8.2
Had mean rumors or lies spread about you§	36	25	23	–	A8.3
Been afraid of being beaten up§	25	15	10	–	A8.3
Been in a physical fight§	15	7	4	–	A8.4
Seen a weapon on campus§	10	8	7	–	A8.6
Cyberbullying§	26	21	18	–	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[¶]	4	8	10	–	A9.5
Current tobacco use[¶]	2	4	4	–	A10.8
Current marijuana use[¶]	2	5	6	–	A9.5
Current binge drinking[¶]	1	2	3	–	A9.5
Very drunk or "high" 7 or more times, ever	0	3	6	–	A9.7
Been drunk or "high" on drugs at school, ever	1	5	5	–	A9.9
Current cigarette smoking[¶]	1	1	1	–	A10.5
Current use of vape products[¶]	3	5	5	–	A10.6
Current tobacco vaping[¶]	2	3	3	–	A10.6
Current marijuana vaping[¶]	1	3	3	–	A10.6
Health Routines					
Eating of breakfast[|]	60	59	55	–	A4.1
Bedtime (at 12 am or later)	16	26	35	–	A4.2
Remote Schooling					
Remote learning frequency (5 days per week)[¶δ]	57	59	53	–	A5.1
Synchronous instruction (4 days or more)[|δ]	35	21	21	–	A5.1
Interest in schoolwork done from home[σ δ]	42	48	50	–	A5.3
Meaningful opportunities[θδ]	61	50	54	–	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‡	24	25	27	–	A7.5
Experienced chronic sadness/hopelessness§	30	30	32	–	A7.1
Considered suicide§	15	13	13	–	A7.2
Optimism‡	54	46	44	–	A7.3
Life satisfaction∓	66	62	62	–	A7.4
	Grade 7	Grade 9	Grade 11	NT	
California Student Wellness Indexõ	103.2	101.7	101.0	–	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	92	89	87	–
Remote Learning Model	8	11	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	49	48	49	–
Female	49	49	48	–
Nonbinary	1	2	2	–
Something else	1	2	1	–

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

Table A3.3
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	90	90	90	–
Yes, I am transgender	2	3	4	–
I am not sure if I am transgender	3	2	2	–
Decline to respond	5	5	4	–

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?
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)	76	73	72	–
Lesbian or Gay	2	4	4	–
Bisexual	6	9	10	–
Something else	3	3	3	–
Not sure	6	5	4	–
Decline to respond	7	7	7	–

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	23	22	23	–
Black or African American, non-Hispanic	10	9	9	–
Hispanic or Latino/a	33	33	33	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	1	1	–
White, non-Hispanic	23	24	25	–
Multiracial, non-Hispanic	9	9	8	–
Something else, non-Hispanic	2	2	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	87	93	94	–
Other relative's home	2	1	1	–
A home with more than one family	6	3	2	–
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	0	0	–
Other living arrangement	4	2	1	–

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

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

Table A3.7

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home with one or more parent or guardian	87	93	94	–
Foster home	0	0	0	–
Homeless	1	0	1	–
Other living arrangement	11	7	5	–

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

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

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

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

Table A3.8

Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	7	11	13	–
Graduated from high school	13	14	22	–
Attended college but did not complete four-year degree	9	12	12	–
Graduated from college	39	40	40	–
Don't know	31	24	14	–

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	70	71	76	–
Yes	7	9	11	–
Don't know	21	16	12	–
Prefer not to say	3	4	2	–

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	72	77	83	–
Yes	10	6	6	–
Don't know	18	17	11	–

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	88	93	94	–
Less than 7 years (EL)	8	5	5	–
7 years or more (LTEL)	4	2	1	–

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

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

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

Table A3.12

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	67	71	70	–
Spanish	15	14	15	–
Mandarin	1	1	1	–
Cantonese	1	1	2	–
Taiwanese	0	0	0	–
Tagalog	1	1	1	–
Vietnamese	1	1	2	–
Korean	0	0	0	–
Arabic	1	1	0	–
Other	13	10	9	–

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	72	75	73	–
Well	23	22	24	–
Not well	4	2	3	–
Not at all	1	1	1	–
speak English?				
Very well	63	66	66	–
Well	29	28	28	–
Not well	6	5	5	–
Not at all	2	1	1	–
read English?				
Very well	61	67	65	–
Well	30	27	29	–
Not well	7	5	5	–
Not at all	2	1	1	–
write English?				
Very well	57	62	60	–
Well	33	31	33	–
Not well	8	6	6	–
Not at all	2	1	1	–
English Language Proficiency Status				
Proficient	57	64	62	–
Not proficient	43	36	38	–

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	76	76	75	–
1 day	4	5	6	–
2 days	4	7	7	–
3 days	3	3	5	–
4 days	2	2	2	–
5 days	10	6	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	91	93	95	–
Yes	3	3	2	–
Don't know	6	5	3	–

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

4. Health Routines

Table A4.1
Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	40	41	45	–
Yes	60	59	55	–

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	1	1	–
7:00-7:59 pm	1	1	1	–
8:00-8:59 pm	10	3	4	–
9:00-9:59 pm	28	15	10	–
10:00-10:59 pm	28	32	25	–
11:00-11:59 pm	15	22	25	–
12:00-12:59 am	7	13	17	–
After 1:00 am	8	13	18	–
Bedtime at 12 am or later	16	26	35	–

Question HS/MS A.16: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

5. Remote Schooling

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

Table A5.1

Remote Schooling Schedule and Instructional Time ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	10	6	3	–
Between 1 and 2 hours	16	12	15	–
Between 2 and 3 hours	18	32	19	–
Between 3 and 4 hours	13	23	28	–
Between 4 and 5 hours	25	17	22	–
More than 5 hours	19	9	13	–
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	55	49	54	–
1 day	4	21	14	–
2 days	3	7	7	–
3 days	3	2	4	–
4 days	3	4	3	–
5 days	32	17	18	–
Number of weekdays participating in school from home for the entire school day				
0 days	8	10	4	–
1 day	5	19	6	–
2 days	5	2	6	–
3 days	6	5	12	–
4 days	19	6	19	–
5 days	57	59	53	–

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	18	18	18	–
A little true	22	33	27	–
Pretty much true	29	36	36	–
Very much true	31	14	18	–

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	13	5	6	–
Disagree	12	7	4	–
Neither disagree nor agree	33	40	40	–
Agree	33	40	36	–
Strongly agree	10	8	15	–

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	25	28	21	–
A's and B's	36	32	37	–
Mostly B's	6	7	9	–
B's and C's	19	19	21	–
Mostly C's	3	4	5	–
C's and D's	7	6	5	–
Mostly D's	1	2	1	–
Mostly F's	3	2	2	–

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

Table A6.2
Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	50	46	45	–
1 day	21	24	21	–
2 days	14	16	19	–
3 or more days	15	15	15	–

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	47	43	40	–
Illness (feeling physically sick), including problems with breathing or your teeth	34	39	43	–
Were being bullied or mistreated at school	2	2	1	–
Felt very sad, hopeless, anxious, stressed, or angry	7	10	10	–
Didn't get enough sleep	7	11	13	–
Didn't feel safe at school or going to and from school	2	3	1	–
Had to take care of or help a family member or friend	5	5	7	–
Wanted to spend time with friends	1	1	1	–
Used alcohol or drugs	0	1	0	–
Were behind in schoolwork or weren't prepared for a test or class assignment	2	3	5	–
Were bored or uninterested in school	4	5	6	–
Had no transportation to school	3	3	4	–
Other reason	17	16	15	–

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	55	51	55	–	
Caring relationships-adults in school‡	62	58	64	–	A6.5
High expectations-adults in school‡	73	69	73	–	A6.6
Meaningful participation at school‡	31	27	30	–	A6.7
School connectedness†	56	53	55	–	A6.8
School connectedness†ψ ***(Remote Only)***	57	50	51	–	A6.8
Academic motivation†	66	63	63	–	A6.9
Promotion of parental involvement in school†	58	50	49	–	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"	62	58	64	–
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	10	11	8	–
A little true	29	34	29	–
Pretty much true	38	37	40	–
Very much true	22	18	23	–
who notices when I'm not there.				
Not at all true	13	13	11	–
A little true	28	33	29	–
Pretty much true	34	35	37	–
Very much true	26	19	22	–
who listens to me when I have something to say.				
Not at all true	11	10	8	–
A little true	23	25	22	–
Pretty much true	36	40	41	–
Very much true	31	25	28	–

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"	73	69	73	–
There is a teacher or some other adult from my school...				
who tells me when I do a good job.				
Not at all true	8	8	8	–
A little true	23	25	23	–
Pretty much true	39	42	42	–
Very much true	30	25	26	–
who always wants me to do my best.				
Not at all true	5	6	5	–
A little true	16	20	17	–
Pretty much true	35	40	42	–
Very much true	44	34	36	–
who believes that I will be a success.				
Not at all true	10	9	7	–
A little true	20	25	22	–
Pretty much true	34	37	40	–
Very much true	36	29	31	–

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"	31	27	30	–
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	13	17	16	–
A little true	34	34	35	–
Pretty much true	34	33	33	–
Very much true	19	16	16	–
I help decide things like class activities or rules.				
Not at all true	43	46	42	–
A little true	32	33	32	–
Pretty much true	18	15	18	–
Very much true	8	5	8	–
I do things that make a difference.				
Not at all true	29	32	32	–
A little true	39	41	39	–
Pretty much true	23	20	21	–
Very much true	9	6	8	–
I have a say in how things work.				
Not at all true	40	42	39	–
A little true	33	34	34	–
Pretty much true	19	18	20	–
Very much true	8	6	7	–
I help decide school activities or rules.				
Not at all true	58	61	56	–
A little true	25	25	26	–
Pretty much true	12	10	12	–
Very much true	5	4	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"	56	53	55	–
School connectedness[ψ] ***(Remote Only)***				
Average reporting "Agree" or "Strongly agree"	57	50	51	–
I feel close to people at/from this school.				
Strongly disagree	5	5	6	–
Disagree	7	9	9	–
Neither disagree nor agree	26	34	31	–
Agree	41	38	39	–
Strongly agree	20	14	14	–
I am happy with/to be at this school.				
Strongly disagree	7	6	6	–
Disagree	9	9	8	–
Neither disagree nor agree	29	36	34	–
Agree	38	37	38	–
Strongly agree	17	13	14	–
I feel like I am part of this school.				
Strongly disagree	6	5	6	–
Disagree	10	9	8	–
Neither disagree nor agree	32	41	37	–
Agree	37	35	38	–
Strongly agree	14	10	11	–

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	6	4	4	–
Disagree	9	6	6	–
Neither disagree nor agree	27	29	28	–
Agree	38	44	45	–
Strongly agree	20	18	17	–
I feel safe in my school.				
Strongly disagree	6	4	4	–
Disagree	8	8	7	–
Neither disagree nor agree	30	34	33	–
Agree	38	41	43	–
Strongly agree	17	13	13	–

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"	66	63	63	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	1	2	–
Disagree	3	2	3	–
Neither disagree nor agree	14	16	20	–
Agree	43	49	48	–
Strongly agree	39	32	27	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	9	10	6	–
Disagree	16	16	16	–
Neither disagree nor agree	35	36	36	–
Agree	28	27	30	–
Strongly agree	12	11	11	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	4	2	3	–
Disagree	6	6	6	–
Neither disagree nor agree	25	30	29	–
Agree	43	44	45	–
Strongly agree	22	17	17	–
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	2	–
Disagree	3	3	3	–
Neither disagree nor agree	16	23	23	–
Agree	40	45	48	–
Strongly agree	39	28	25	–

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	11	6	7	–
Disagree	25	26	22	–
Neither disagree nor agree	27	31	32	–
Agree	21	23	26	–
Strongly agree	16	14	13	–

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

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

Table A6.11

School Boredom and Value of School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	24	19	19	–
Moderate (4-6)	37	39	42	–
High (7-10)	39	42	39	–
Value of school				
High (0-3)	66	64	63	–
Moderate (4-6)	22	26	25	–
Low (7-10)	12	11	13	–

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

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

Table A6.12

School Boredom Profile Groups

Value of School	School Boredom	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High Value	Low Boredom	22	17	18	–
	Moderate Boredom	27	28	30	–
	High Boredom	17	19	15	–
Moderate Value	Moderate Boredom	9	10	10	–
	High Boredom	12	14	13	–
Low Value	High Boredom	10	9	11	–

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

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

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

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

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

Table A6.13

Promotion of Parental Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
Average reporting "Agree" or "Strongly agree"	58	50	49	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	3	4	–
Disagree	6	7	9	–
Neither disagree nor agree	27	35	34	–
Agree	44	43	41	–
Strongly agree	21	13	13	–
Parents feel welcome to participate at this school.				
Strongly disagree	3	2	3	–
Disagree	5	4	6	–
Neither disagree nor agree	38	47	44	–
Agree	39	36	37	–
Strongly agree	16	11	10	–
School staff take parent concerns seriously.				
Strongly disagree	4	3	5	–
Disagree	8	7	9	–
Neither disagree nor agree	34	42	39	–
Agree	37	36	36	–
Strongly agree	18	12	11	–

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	22	22	19	–
A little true	29	31	28	–
Pretty much true	27	29	33	–
Very much true	22	19	21	–

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

Table A6.15
Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	8	8	10	–
Disagree	17	16	20	–
Neither disagree nor agree	35	32	34	–
Agree	31	37	30	–
Strongly agree	8	7	7	–

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	70	70	68	–
Yes	30	30	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	85	87	87	–
Yes	15	13	13	–

Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3
Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
Average reporting "Pretty much true" or "Very much true"	54	46	44	–
Each day I look forward to having a lot of fun.				
Not at all true	17	21	23	–
A little true	31	34	36	–
Pretty much true	30	28	27	–
Very much true	22	16	14	–
I usually expect to have a good day.				
Not at all true	18	20	21	–
A little true	28	34	34	–
Pretty much true	34	30	31	–
Very much true	21	16	14	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	20	21	23	–
A little true	26	32	29	–
Pretty much true	29	29	30	–
Very much true	25	18	18	–

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"	66	62	62	–
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	3	4	4	–
Dissatisfied	4	5	5	–
A little dissatisfied	7	9	8	–
A little satisfied	9	10	14	–
Satisfied	31	35	38	–
Very satisfied	46	37	31	–
my friendships as...				
Very dissatisfied	4	4	3	–
Dissatisfied	3	3	4	–
A little dissatisfied	7	7	7	–
A little satisfied	13	15	14	–
Satisfied	34	38	40	–
Very satisfied	39	33	31	–
my school experience as...				
Very dissatisfied	8	6	7	–
Dissatisfied	7	7	8	–
A little dissatisfied	15	17	15	–
A little satisfied	26	27	27	–
Satisfied	27	30	31	–
Very satisfied	16	14	12	–

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	10	8	8	–
Dissatisfied	7	8	8	–
A little dissatisfied	10	13	12	–
A little satisfied	15	18	18	–
Satisfied	26	28	31	–
Very satisfied	32	25	21	–
where I live as...				
Very dissatisfied	4	3	3	–
Dissatisfied	3	4	3	–
A little dissatisfied	5	9	7	–
A little satisfied	10	11	14	–
Satisfied	32	36	40	–
Very satisfied	47	37	33	–

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"	24	25	27	–
I had a hard time relaxing.				
Not at all true	43	41	39	–
A little true	34	34	32	–
Pretty much true	13	15	18	–
Very much true	10	10	11	–
I felt sad and down.				
Not at all true	46	45	41	–
A little true	28	28	31	–
Pretty much true	14	15	16	–
Very much true	13	11	12	–
I was easily irritated.				
Not at all true	37	35	34	–
A little true	24	26	28	–
Pretty much true	18	20	20	–
Very much true	21	20	18	–
It was hard for me to cope and I thought I would panic.				
Not at all true	65	63	60	–
A little true	18	19	20	–
Pretty much true	9	10	10	–
Very much true	8	8	9	–
It was hard for me to get excited about anything.				
Not at all true	63	60	56	–
A little true	22	24	24	–
Pretty much true	9	10	11	–
Very much true	7	7	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	15	15	15	–
Safe	41	42	43	–
Neither safe nor unsafe	34	35	35	–
Unsafe	6	5	4	–
Very unsafe	4	2	3	–

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

Table A8.2

Reasons for Harassment, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	78	86	90	–
1 time	8	6	4	–
2 or more times	13	8	6	–
Religion				
0 times	91	94	96	–
1 time	4	3	2	–
2 or more times	4	3	3	–
Gender				
0 times	91	93	94	–
1 time	4	3	2	–
2 or more times	5	4	4	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	89	92	94	–
1 time	4	3	3	–
2 or more times	7	5	4	–
A physical or mental disability				
0 times	94	93	95	–
1 time	3	3	2	–
2 or more times	3	3	2	–
Any of the above five reasons	32	23	17	–
Any of the above five reasons (2 or more times)	23	16	13	–

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	92	95	96	–
1 time	3	2	2	–
2 or more times	5	3	3	–
Any other reason				
0 times	79	85	90	–
1 time	6	5	3	–
2 or more times	14	10	8	–
Any harassment	39	29	21	–

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

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

Table A8.3
School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization				
Average reporting "1 or more times"	31	21	17	–
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	70	83	89	–
1 time	15	9	6	–
2 to 3 times	8	4	3	–
4 or more times	8	3	2	–
been afraid of being beaten up?				
0 times	75	85	90	–
1 time	13	8	6	–
2 to 3 times	6	4	2	–
4 or more times	6	3	2	–
During the past 12 months, how many times have you...				
had mean rumors or lies spread about you?				
0 times	64	75	77	–
1 time	15	11	9	–
2 to 3 times	9	7	7	–
4 or more times	11	7	7	–
had sexual jokes, comments, or gestures made to you?				
0 times	73	77	80	–
1 time	10	8	6	–
2 to 3 times	7	6	6	–
4 or more times	11	9	8	–

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	81	88	91	–
1 time	11	7	6	–
2 to 3 times	4	3	2	–
4 or more times	4	2	1	–
been made fun of because of your looks or the way you talk?				
0 times	59	70	78	–
1 time	15	11	8	–
2 to 3 times	11	9	7	–
4 or more times	15	10	8	–
been made fun of, insulted, or called names?				
0 times	63	75	80	–
1 time	12	7	7	–
2 to 3 times	9	7	5	–
4 or more times	17	10	8	–
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? (Cyberbullying)				
0 times (never)	74	79	82	–
1 time	12	10	7	–
2 to 3 times	7	6	6	–
4 or more times	7	5	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"	6	5	4	–
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	85	93	96	–
1 time	8	4	3	–
2 to 3 times	4	1	1	–
4 or more times	3	1	1	–
been offered, sold, or given an illegal drug?				
0 times	94	90	90	–
1 time	3	5	4	–
2 to 3 times	1	2	3	–
4 or more times	1	3	3	–
damaged school property on purpose?				
0 times	95	97	98	–
1 time	3	2	1	–
2 to 3 times	1	1	0	–
4 or more times	1	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	0	0	0	–
carried any other weapon (such as a knife or club)?				
0 times	97	97	97	–
1 time	2	2	1	–
2 to 3 times	1	0	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	86	92	94	–
1 time	7	4	3	–
2 to 3 times	3	2	2	–
4 or more times	3	2	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	94	97	97	–
1 time	4	2	2	–
2 to 3 times	1	1	1	–
4 or more times	1	1	1	–

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

Table A8.6

Weapons Possession on School Property, Past 12 Months

	Grade 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	92	93	–
1 time	6	4	4	–
2 to 3 times	2	2	2	–
4 or more times	2	1	2	–

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drug use	10	20	26	–	A9.2
Lifetime marijuana use	4	9	15	–	A9.2
Lifetime very drunk or high (7 or more times)	0	3	6	–	A9.7
Current alcohol or drug use[¶]	4	8	10	–	A9.5
Current marijuana use[¶]	2	5	6	–	A9.5
Current heavy drug use[¶]	1	3	4	–	A9.5
Current heavy alcohol use (binge drinking)[¶]	1	2	3	–	A9.5
Current alcohol or drug use on school property[¶]	2	4	3	–	A9.8
Harmfulness of occasional marijuana use[B]	36	34	34	–	A9.11
Difficulty of obtaining marijuana[C]	25	11	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	6	13	19	–
Marijuana	4	9	15	–
Inhalants	3	3	2	–
Cocaine, methamphetamine, or any amphetamines	na	1	1	–
Ecstasy, LSD, or other psychedelics	na	2	3	–
Prescription pain medication (opioids)	na	4	3	–
Cold/cough medicines or other over-the-counter medicines to get "high"	na	4	4	–
Any other drug, pill, or medicine to get "high"	2	2	3	–
Any of the above AOD use	10	20	26	–

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	94	87	81	–
1 time	3	5	5	–
2 to 3 times	2	4	5	–
4 or more times	1	5	9	–
Marijuana (smoke, vape, eat, or drink)				
0 times	96	91	85	–
1 time	2	2	3	–
2 to 3 times	1	2	3	–
4 or more times	1	6	9	–
Inhalants				
0 times	97	97	98	–
1 time	1	1	0	–
2 to 3 times	1	1	1	–
4 or more times	1	1	1	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	99	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Ecstasy, LSD, or other psychedelics				
0 times	na	98	97	–
1 time	na	1	1	–
2 to 3 times	na	1	1	–
4 or more times	na	0	1	–
Prescription pain medication				
0 times	na	96	97	–
1 time	na	1	1	–
2 to 3 times	na	1	1	–
4 or more times	na	2	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	96	96	–
1 time	na	1	1	–
2 to 3 times	na	2	1	–
4 or more times	na	2	2	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	98	98	97	–
1 time	1	1	1	–
2 to 3 times	1	1	1	–
4 or more times	1	1	1	–

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

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	98	93	89	–
1 time	1	1	2	–
2 to 3 times	1	1	2	–
4 or more times	1	5	7	–
In a vaping device?				
0 times	98	93	89	–
1 time	1	1	2	–
2 to 3 times	1	1	2	–
4 or more times	1	5	7	–
Eat or drink it in products made with marijuana?				
0 times	99	94	91	–
1 time	0	2	2	–
2 to 3 times	1	2	2	–
4 or more times	0	3	5	–
Ever used marijuana in all three ways	1	5	7	–

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)	2	5	6	–
Binge drinking (5 or more drinks in a row)	1	2	3	–
Marijuana (smoke, vape, eat, or drink)	2	5	6	–
Inhalants	1	1	1	–
Prescription drugs to get "high" or for reasons other than prescribed	na	1	1	–
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	1	1	–
Any drug use	2	6	6	–
Heavy drug use	1	3	4	–
Any AOD Use	4	8	10	–
Two or more substances at the same time	na	2	2	–

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

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

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

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	98	95	94	–
1 or 2 days	2	4	4	–
3 to 9 days	0	1	1	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Binge drinking (5 or more drinks in a row)				
0 days	99	98	97	–
1 or 2 days	1	2	2	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Marijuana (smoke, vape, eat, or drink)				
0 days	98	95	94	–
1 or 2 days	1	3	2	–
3 to 9 days	0	1	1	–
10 to 19 days	0	0	1	–
20 to 30 days	0	1	2	–

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	98	94	92	–
1 to 2 times	1	4	5	–
3 to 6 times	0	1	1	–
7 or more times	0	1	2	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	98	92	89	–
1 to 2 times	2	3	3	–
3 to 6 times	1	2	2	–
7 or more times	0	3	6	–
Very drunk or "high" 7 or more times	0	3	6	–

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

Table A9.8

Current AOD Use on School Property, Past 30 Days

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

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	95	95	–
1 to 2 times	1	2	1	–
3 to 6 times	0	1	1	–
7 or more times	0	2	3	–

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

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

Table A9.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	95	92	–
0 times	na	4	5	–
1 time	na	1	2	–
2 to 3 times	na	0	1	–
4 or more times	na	0	0	–
Marijuana				
Does not apply, don't use	na	94	92	–
0 times	na	3	4	–
1 time	na	1	2	–
2 to 3 times	na	1	1	–
4 or more times	na	1	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	28	29	30	–
Moderate	20	23	24	–
Slight	19	23	24	–
None	33	24	22	–
Alcohol - 5 or more drinks once or twice a week				
Great	42	50	54	–
Moderate	18	21	20	–
Slight	7	7	6	–
None	32	22	19	–
Marijuana - use occasionally				
Great	36	34	34	–
Moderate	22	26	24	–
Slight	10	15	19	–
None	32	24	23	–
Marijuana - use daily				
Great	55	58	53	–
Moderate	9	14	19	–
Slight	4	6	7	–
None	33	22	21	–

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	22	10	10	–
Fairly difficult	11	11	8	–
Fairly easy	11	18	22	–
Very easy	8	15	22	–
Don't know	48	45	38	–
Marijuana				
Very difficult	25	11	9	–
Fairly difficult	11	10	8	–
Fairly easy	8	15	21	–
Very easy	6	16	23	–
Don't know	51	47	39	–
Prescription drugs to get "high" or for reasons other than prescribed				
Very difficult	23	13	12	–
Fairly difficult	10	11	10	–
Fairly easy	8	13	17	–
Very easy	7	11	13	–
Don't know	52	51	48	–

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	4	5	–	A10.2
Current cigarette smoking[¶]	1	1	1	–	A10.5
Current cigarette smoking at school[¶]	1	0	0	–	A10.9
Ever tried smokeless tobacco	2	3	3	–	A10.2
Current smokeless tobacco use[¶]	1	1	1	–	A10.5
Current smokeless tobacco use at school[¶]	1	1	0	–	A10.9
Ever used vape products	8	12	14	–	A10.2
Current use of vape products[¶]	3	5	5	–	A10.5
Current tobacco vaping[¶]	2	3	3	–	A10.6
Current marijuana vaping[¶]	1	3	3	–	A10.6
Current vaping at school[¶]	2	3	2	–	A10.9
Lifetime tobacco use	6	10	12	–	A10.2
Current tobacco use [¶]	2	4	4	–	A10.8
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	5	5	–	A10.14
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[B]	31	33	35	–	A10.15
Harmfulness of smoking 1 or more packs/day[B]	51	61	65	–	A10.15
Harmfulness of vaping occasionally[B]	35	34	37	–	A10.16
Harmfulness of vaping several times a day[B]	57	65	67	–	A10.16
Difficulty of obtaining cigarettes[C]	21	11	10	–	A10.17
Difficulty of obtaining vape products[C]	18	9	8	–	A10.17
Anti-Tobacco Policy					
School bans tobacco use and vaping	65	64	72	–	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	97	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	96	95	–
1 time	1	2	2	–
2 to 3 times	0	1	1	–
4 or more times	0	1	1	–
Smokeless tobacco				
0 times	98	97	97	–
1 time	1	1	1	–
2 to 3 times	1	1	1	–
4 or more times	0	1	2	–
Vape products				
0 times	92	88	86	–
1 time	3	3	4	–
2 to 3 times	2	2	3	–
4 or more times	2	7	7	–
Lifetime tobacco use				
No	94	90	88	–
Yes	6	10	12	–

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	91	90	–
1 time	2	2	2	–
2 to 3 times	1	1	2	–
4 or more times	2	5	6	–
Vaped marijuana or THC				
0 times	98	93	90	–
1 time	1	1	1	–
2 to 3 times	1	1	1	–
4 or more times	1	5	7	–
Vaped other product				
0 times	97	97	97	–
1 time	1	1	1	–
2 to 3 times	1	1	1	–
4 or more times	1	1	2	–

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	91	89	–
Vaped tobacco or nicotine only	3	3	2	–
Vaped marijuana or THC only	0	1	1	–
Vaped tobacco/nicotine and marijuana/THC	2	6	8	–

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	1	1	–
Daily (20 or more days)	0	0	0	–
Smokeless tobacco				
Any	1	1	1	–
Daily (20 or more days)	0	0	0	–
Vape products				
Any	3	5	5	–
Daily (20 or more days)	0	2	1	–

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	98	97	97	–
1 or 2 days	1	1	1	–
3 to 9 days	0	1	1	–
10 to 19 days	0	0	1	–
20 to 30 days	0	1	1	–
Vaped marijuana or THC				
0 days	99	97	97	–
1 or 2 days	1	1	1	–
3 to 9 days	0	1	1	–
10 to 19 days	0	0	0	–
20 to 30 days	0	1	1	–
Vaped other product				
0 days	99	98	99	–
1 or 2 days	1	1	1	–
3 to 9 days	0	0	0	–
10 to 19 days	0	1	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	98	96	96	–
Vaped tobacco or nicotine only	1	1	1	–
Vaped marijuana or THC only	0	0	1	–
Vaped tobacco/nicotine and marijuana/THC	1	3	3	–

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	98	96	96	–
Yes	2	4	4	–

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	99	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	–
Smokeless tobacco				
0 days	99	99	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	–
Vape				
0 days	98	97	98	–
1 or 2 days	1	1	1	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	1	1	–

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	99	99	99	–
Yes	1	1	1	–

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

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

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

Table A10.13

Secondhand Smoke on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	97	95	97	–
1 day	1	2	1	–
2 days	1	1	1	–
3-9 days	1	1	1	–
10-19 days	0	0	0	–
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	93	93	–
0 times	na	2	2	–
1 time	na	3	3	–
2 to 3 times	na	1	1	–
4 or more times	na	1	1	–

Question HS A.65, 67, 113: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?
Notes: Cells are empty if there are less than 10 respondents.
Respondents reporting "0 Times" on lifetime cigarette or vape product use are coded as "Does not apply, don't use" on cigarette smoking and vaping cessation attempts.
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	31	33	35	–
Moderate	24	28	29	–
Slight	13	16	15	–
None	32	22	20	–
Smoke 1 or more packs of cigarettes each day				
Great	51	61	65	–
Moderate	12	12	12	–
Slight	5	5	3	–
None	32	22	20	–

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	35	34	37	–
Moderate	25	30	30	–
Slight	10	15	13	–
None	31	21	19	–
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	57	65	67	–
Moderate	8	10	11	–
Slight	4	3	3	–
None	31	21	19	–

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	11	10	–
Fairly difficult	13	13	10	–
Fairly easy	10	17	22	–
Very easy	6	10	15	–
Don't know	51	49	44	–
Vape products				
Very difficult	18	9	8	–
Fairly difficult	9	6	5	–
Fairly easy	15	20	22	–
Very easy	14	25	31	–
Don't know	44	40	35	–

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	7	5	6	–
Yes	65	64	72	–
Don't know	28	32	22	–

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

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

11. Other Health Risks

Table A11.1
Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	55	na	na	na
1 day	15	na	na	na
2 days	8	na	na	na
3 days	6	na	na	na
4 days	2	na	na	na
5 days	15	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	98	–
Yes	3	3	2	–

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
American Indian or Alaska Native	58	62	42	–
Asian or Asian American	58	56	56	–
Black or African American	52	47	48	–
Hispanic or Latino/a	54	50	50	–
Native Hawaiian or Pacific Islander	59	57	47	–
White	60	54	63	–
Multiracial	56	54	56	–
Something else	54	51	59	–
School Connectedness[†ψ] ***(Remote Only)***				
American Indian or Alaska Native	45			–
Asian or Asian American	45	67	59	–
Black or African American	45	18	46	–
Hispanic or Latino/a	52	65	56	–
Native Hawaiian or Pacific Islander				–
White	67	27	44	–
Multiracial	67	64	62	–
Something else	59	60	37	–
Academic Motivation[†]				
American Indian or Alaska Native	68	71	55	–
Asian or Asian American	71	68	68	–
Black or African American	63	68	62	–
Hispanic or Latino/a	66	62	61	–
Native Hawaiian or Pacific Islander	55	64	73	–
White	63	56	60	–
Multiracial	66	66	66	–
Something else	66	62	64	–

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	29	29	49	–
Asian or Asian American	32	36	36	–
Black or African American	41	41	45	–
Hispanic or Latino/a	41	44	39	–
Native Hawaiian or Pacific Islander	37	29	42	–
White	41	46	41	–
Multiracial	38	39	39	–
Something else	36	41	24	–
School is worthless and a waste of time[±]				
American Indian or Alaska Native	14	16	15	–
Asian or Asian American	10	8	9	–
Black or African American	16	14	15	–
Hispanic or Latino/a	13	12	11	–
Native Hawaiian or Pacific Islander	35	10	8	–
White	13	10	17	–
Multiracial	14	13	14	–
Something else	13	12	10	–
Current absenteeism (≥3 times)[¶]				
American Indian or Alaska Native	12	5	17	–
Asian or Asian American	9	8	14	–
Black or African American	22	22	18	–
Hispanic or Latino/a	17	18	17	–
Native Hawaiian or Pacific Islander	16	17	21	–
White	13	15	14	–
Multiracial	14	16	15	–
Something else	20	21	12	–

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	45	58	24	–
Asian or Asian American	29	29	34	–
Black or African American	37	31	42	–
Hispanic or Latino/a	41	41	38	–
Native Hawaiian or Pacific Islander	35	38	36	–
White	39	40	44	–
Multiracial	36	42	37	–
Something else	36	42	31	–
Caring adult relationships[‡]				
American Indian or Alaska Native	57	64	54	–
Asian or Asian American	63	57	63	–
Black or African American	64	66	62	–
Hispanic or Latino/a	58	54	61	–
Native Hawaiian or Pacific Islander	45	59	65	–
White	67	59	67	–
Multiracial	63	64	73	–
Something else	59	59	63	–
High expectations[‡]				
American Indian or Alaska Native	63	83	64	–
Asian or Asian American	74	71	72	–
Black or African American	73	76	72	–
Hispanic or Latino/a	70	65	69	–
Native Hawaiian or Pacific Islander	68	67	73	–
White	75	68	76	–
Multiracial	75	74	80	–
Something else	70	71	66	–

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	36	25	–
Asian or Asian American	32	31	31	–
Black or African American	30	30	29	–
Hispanic or Latino/a	29	24	28	–
Native Hawaiian or Pacific Islander	29	32	22	–
White	32	24	31	–
Multiracial	36	30	30	–
Something else	34	25	31	–
Facilities upkeep$^{\sigma}$				
American Indian or Alaska Native	43	46	31	–
Asian or Asian American	38	39	33	–
Black or African American	38	41	34	–
Hispanic or Latino/a	38	42	36	–
Native Hawaiian or Pacific Islander	22	35	29	–
White	44	52	41	–
Multiracial	39	42	38	–
Something else	43	48	48	–
Promotion of parental involvement in school†				
American Indian or Alaska Native	60	59	41	–
Asian or Asian American	60	53	51	–
Black or African American	58	42	50	–
Hispanic or Latino/a	56	51	47	–
Native Hawaiian or Pacific Islander	58	56	49	–
White	60	48	49	–
Multiracial	57	52	50	–
Something else	56	53	55	–

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

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

$^{\sigma}$ 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	73	69	68	–
Asian or Asian American	59	59	56	–
Black or African American	50	49	53	–
Hispanic or Latino/a	52	55	54	–
Native Hawaiian or Pacific Islander	64	59	53	–
White	59	60	64	–
Multiracial	53	57	63	–
Something else	55	60	70	–
Experienced harassment due to five reasons[λ§]				
American Indian or Alaska Native	47	53	12	–
Asian or Asian American	34	22	18	–
Black or African American	36	21	19	–
Hispanic or Latino/a	30	22	13	–
Native Hawaiian or Pacific Islander	30	22	20	–
White	27	23	21	–
Multiracial	38	29	19	–
Something else	26	18	17	–
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	49	56	17	–
Asian or Asian American	39	26	22	–
Black or African American	41	27	22	–
Hispanic or Latino/a	39	28	17	–
Native Hawaiian or Pacific Islander	33	28	26	–
White	37	31	26	–
Multiracial	47	35	23	–
Something else	32	21	20	–

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	42	59	14	–
Asian or Asian American	27	22	20	–
Black or African American	38	25	24	–
Hispanic or Latino/a	38	25	21	–
Native Hawaiian or Pacific Islander	31	25	28	–
White	37	26	28	–
Multiracial	44	30	22	–
Something else	38	21	16	–
Been afraid of being beaten up[§]				
American Indian or Alaska Native	17	31	8	–
Asian or Asian American	25	13	10	–
Black or African American	21	14	6	–
Hispanic or Latino/a	23	14	8	–
Native Hawaiian or Pacific Islander	40	13	5	–
White	26	16	12	–
Multiracial	30	22	9	–
Something else	21	15	13	–
Been in a physical fight[§]				
American Indian or Alaska Native	20	22	6	–
Asian or Asian American	9	4	3	–
Black or African American	29	13	9	–
Hispanic or Latino/a	15	9	5	–
Native Hawaiian or Pacific Islander	12	8	5	–
White	13	4	3	–
Multiracial	22	11	4	–
Something else	21	9	9	–

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	5	11	3	–
Asian or Asian American	8	6	5	–
Black or African American	15	8	8	–
Hispanic or Latino/a	10	8	8	–
Native Hawaiian or Pacific Islander	7	6	6	–
White	9	7	8	–
Multiracial	13	11	8	–
Something else	9	8	6	–

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	19	46	13	–
Asian or Asian American	20	19	15	–
Black or African American	29	20	17	–
Hispanic or Latino/a	29	22	17	–
Native Hawaiian or Pacific Islander	21	21	19	–
White	26	19	22	–
Multiracial	30	27	18	–
Something else	24	20	16	–

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	8	15	15	–
Asian or Asian American	2	5	5	–
Black or African American	5	9	9	–
Hispanic or Latino/a	6	10	10	–
Native Hawaiian or Pacific Islander	6	6	7	–
White	3	9	13	–
Multiracial	6	9	13	–
Something else	5	9	5	–
Current tobacco use¶				
American Indian or Alaska Native	5	15	3	–
Asian or Asian American	1	2	2	–
Black or African American	3	7	3	–
Hispanic or Latino/a	3	4	3	–
Native Hawaiian or Pacific Islander	3	5	5	–
White	2	6	6	–
Multiracial	4	4	4	–
Something else	4	3	4	–
Current marijuana use¶				
American Indian or Alaska Native	5	7	3	–
Asian or Asian American	0	2	2	–
Black or African American	2	7	8	–
Hispanic or Latino/a	3	6	6	–
Native Hawaiian or Pacific Islander	1	2	5	–
White	1	6	8	–
Multiracial	2	7	10	–
Something else	3	2	4	–

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	3	7	15	–
Asian or Asian American	1	1	1	–
Black or African American	1	1	2	–
Hispanic or Latino/a	2	2	4	–
Native Hawaiian or Pacific Islander	1	1	4	–
White	0	5	6	–
Multiracial	1	3	2	–
Something else	2	6	3	–
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native	4	4	2	–
Asian or Asian American	0	1	2	–
Black or African American	1	4	7	–
Hispanic or Latino/a	1	5	7	–
Native Hawaiian or Pacific Islander	0	1	5	–
White	0	3	9	–
Multiracial	0	5	9	–
Something else	1	2	2	–
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native	7	13	1	–
Asian or Asian American	1	3	2	–
Black or African American	2	6	5	–
Hispanic or Latino/a	2	6	7	–
Native Hawaiian or Pacific Islander	2	5	4	–
White	1	5	6	–
Multiracial	2	6	6	–
Something else	2	2	4	–

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	6	10	3	–
Asian or Asian American	1	3	4	–
Black or African American	2	2	4	–
Hispanic or Latino/a	4	6	7	–
Native Hawaiian or Pacific Islander	4	4	5	–
White	2	6	9	–
Multiracial	3	5	5	–
Something else	2	3	4	–
Current alcohol use at school¶				
American Indian or Alaska Native	3	6	0	–
Asian or Asian American	1	1	1	–
Black or African American	2	1	1	–
Hispanic or Latino/a	3	2	2	–
Native Hawaiian or Pacific Islander	1	2	3	–
White	1	4	1	–
Multiracial	1	2	1	–
Something else	3	1	3	–
Current cigarette smoking¶				
American Indian or Alaska Native	3	12	0	–
Asian or Asian American	0	1	1	–
Black or African American	1	1	2	–
Hispanic or Latino/a	1	1	1	–
Native Hawaiian or Pacific Islander	3	1	3	–
White	0	1	1	–
Multiracial	1	1	1	–
Something else	2	1	3	–

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	9	11	3	–
Asian or Asian American	1	2	2	–
Black or African American	4	7	5	–
Hispanic or Latino/a	4	4	5	–
Native Hawaiian or Pacific Islander	5	5	5	–
White	2	6	7	–
Multiracial	3	5	5	–
Something else	4	3	4	–
Current tobacco vaping¶				
American Indian or Alaska Native	3	11	3	–
Asian or Asian American	1	1	1	–
Black or African American	2	6	3	–
Hispanic or Latino/a	3	3	3	–
Native Hawaiian or Pacific Islander	3	5	4	–
White	1	6	6	–
Multiracial	2	4	4	–
Something else	3	2	4	–
Current marijuana vaping¶				
American Indian or Alaska Native	6	9	3	–
Asian or Asian American	0	1	1	–
Black or African American	1	5	3	–
Hispanic or Latino/a	1	2	3	–
Native Hawaiian or Pacific Islander	1	3	2	–
White	1	5	5	–
Multiracial	1	3	3	–
Something else	3	2	3	–

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	67	53	52	–
Asian or Asian American	63	67	57	–
Black or African American	55	63	54	–
Hispanic or Latino/a	55	52	50	–
Native Hawaiian or Pacific Islander	36	61	65	–
White	67	60	59	–
Multiracial	63	61	51	–
Something else	61	51	60	–
Bedtime (at 12 am or later)				
American Indian or Alaska Native	28	15	35	–
Asian or Asian American	13	24	42	–
Black or African American	23	36	33	–
Hispanic or Latino/a	16	28	32	–
Native Hawaiian or Pacific Islander	16	24	38	–
White	14	24	34	–
Multiracial	18	22	37	–
Something else	16	36	31	–

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	72			–
Asian or Asian American	67	56	67	–
Black or African American	57	80	70	–
Hispanic or Latino/a	46	53	33	–
Native Hawaiian or Pacific Islander	14			–
White	60	38	65	–
Multiracial	65	85	38	–
Something else	36	19	64	–
Synchronous instruction (4 days or more)[ǁ]				
American Indian or Alaska Native	4			–
Asian or Asian American	65	26	23	–
Black or African American	40	7	33	–
Hispanic or Latino/a	34	18	17	–
Native Hawaiian or Pacific Islander	16			–
White	20	24	21	–
Multiracial	38	35	16	–
Something else	43	10	18	–
Interest in schoolwork done from home[σ]				
American Indian or Alaska Native	79			–
Asian or Asian American	37	32	38	–
Black or African American	24	10	43	–
Hispanic or Latino/a	36	54	50	–
Native Hawaiian or Pacific Islander	11			–
White	48	75	59	–
Multiracial	62	52	41	–
Something else	37	51	31	–

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

[¶]Past 30 days.

[ǁ]Past 7 days.

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

Table A12.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities[θ]				
American Indian or Alaska Native	80			–
Asian or Asian American	48	80	68	–
Black or African American	69	82	51	–
Hispanic or Latino/a	40	48	60	–
Native Hawaiian or Pacific Islander	84			–
White	73	29	49	–
Multiracial	84	24	47	–
Something else	43	60	34	–

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	26	35	21	–
Asian or Asian American	21	23	25	–
Black or African American	28	22	25	–
Hispanic or Latino/a	25	26	25	–
Native Hawaiian or Pacific Islander	42	23	18	–
White	23	27	32	–
Multiracial	28	28	29	–
Something else	23	22	17	–
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	38	43	18	–
Asian or Asian American	26	27	31	–
Black or African American	33	27	30	–
Hispanic or Latino/a	33	31	30	–
Native Hawaiian or Pacific Islander	28	37	21	–
White	26	31	36	–
Multiracial	33	37	31	–
Something else	27	24	14	–
Considered suicide[§]				
American Indian or Alaska Native	27	13	16	–
Asian or Asian American	11	12	11	–
Black or African American	17	13	15	–
Hispanic or Latino/a	15	12	12	–
Native Hawaiian or Pacific Islander	19	20	6	–
White	16	14	17	–
Multiracial	17	16	14	–
Something else	10	8	5	–

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	43	56	41	–
Asian or Asian American	58	50	47	–
Black or African American	50	53	40	–
Hispanic or Latino/a	50	44	44	–
Native Hawaiian or Pacific Islander	37	48	40	–
White	57	42	42	–
Multiracial	54	47	50	–
Something else	49	48	49	–
Life satisfaction∓				
American Indian or Alaska Native	68	63	64	–
Asian or Asian American	69	66	61	–
Black or African American	64	65	55	–
Hispanic or Latino/a	64	62	65	–
Native Hawaiian or Pacific Islander	50	63	64	–
White	68	59	61	–
Multiracial	67	61	62	–
Something else	65	65	64	–

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	102.9	101.4	105.5	–
Asian or Asian American	104.7	103.5	101.3	–
Black or African American	101.8	103.8	100.0	–
Hispanic or Latino/a	102.4	101.5	102.8	–
Native Hawaiian or Pacific Islander	96.5	102.7	105.3	–
White	104.0	99.6	98.6	–
Multiracial	101.9	100.7	99.9	–
Something else	103.2	103.9	104.6	–

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	60	56	57	–
Female	53	50	53	–
Nonbinary	41	51	60	–
Something else	41	44	43	–
School Connectedness[†ψ] ***(Remote Only)***				
Male	57	41	44	–
Female	60	59	56	–
Nonbinary			45	–
Something else	40			–
Academic Motivation[†]				
Male	64	59	57	–
Female	69	68	69	–
Nonbinary	58	54	58	–
Something else	53	50	63	–
School is really boring[±]				
Male	43	45	42	–
Female	34	39	36	–
Nonbinary	40	20	40	–
Something else	51	62	41	–
School is worthless and a waste of time[±]				
Male	16	13	16	–
Female	9	9	9	–
Nonbinary	21	5	11	–
Something else	20	12	9	–

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	13	12	14	–
Female	16	16	17	–
Nonbinary	30	25	9	–
Something else	17	44	35	–
Trouble focusing on schoolwork$^{\sigma}$				
Male	35	31	33	–
Female	38	42	43	–
Nonbinary	56	55	65	–
Something else	48	59	49	–
Caring adult relationships‡				
Male	64	59	61	–
Female	61	57	67	–
Nonbinary	58	61	65	–
Something else	53	59	65	–
High expectations‡				
Male	73	68	68	–
Female	73	69	77	–
Nonbinary	66	70	73	–
Something else	70	70	73	–
Meaningful participation‡				
Male	31	26	29	–
Female	31	27	30	–
Nonbinary	27	25	40	–
Something else	24	22	41	–

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	39	43	36	–
Female	40	43	37	–
Nonbinary	37	52	36	–
Something else	34	49	33	–
Promotion of parental involvement in school[†]				
Male	59	52	49	–
Female	57	48	50	–
Nonbinary	48	51	55	–
Something else	44	45	41	–

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	61	60	60	–
Female	51	54	56	–
Nonbinary	27	53	52	–
Something else	38	35	39	–
Experienced harassment due to five reasons[λ§]				
Male	28	19	15	–
Female	34	25	19	–
Nonbinary	61	40	42	–
Something else	49	52	35	–
Experienced any harassment or bullying[§]				
Male	35	23	18	–
Female	43	33	23	–
Nonbinary	64	42	44	–
Something else	56	57	39	–
Had mean rumors or lies spread about you[§]				
Male	31	20	17	–
Female	39	30	27	–
Nonbinary	51	18	40	–
Something else	42	37	36	–
Been afraid of being beaten up[§]				
Male	21	14	9	–
Female	28	15	10	–
Nonbinary	43	35	27	–
Something else	43	27	18	–

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	20	9	5	–
Female	11	6	4	–
Nonbinary	12	5	5	–
Something else	21	8	2	–
Seen a weapon on campus[§]				
Male	11	9	8	–
Female	9	6	5	–
Nonbinary	20	7	17	–
Something else	15	11	21	–

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	22	16	13	–
Female	30	26	22	–
Nonbinary	30	14	22	–
Something else	32	22	34	–

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	3	6	10	–
Female	5	11	10	–
Nonbinary	7	5	13	–
Something else	9	9	15	–
Current tobacco use¶				
Male	2	3	4	–
Female	3	5	4	–
Nonbinary	2	4	5	–
Something else	7	9	6	–
Current marijuana use¶				
Male	1	3	6	–
Female	2	7	5	–
Nonbinary	1	2	12	–
Something else	3	4	7	–
Current binge drinking¶				
Male	1	2	4	–
Female	1	3	3	–
Nonbinary	2	2	2	–
Something else	4	5	9	–
Very drunk or "high" 7 or more times, ever				
Male	0	2	6	–
Female	0	5	7	–
Nonbinary	1	3	12	–
Something else	1	2	5	–
Been drunk or "high" on drugs at school, ever				
Male	1	2	5	–
Female	1	8	5	–
Nonbinary	2	3	7	–
Something else	5	9	11	–

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	2	3	6	–
Female	3	6	6	–
Nonbinary	4	3	2	–
Something else	4	6	10	–
Current alcohol use at school¶				
Male	1	2	1	–
Female	2	2	1	–
Nonbinary	2	1	2	–
Something else	2	4	1	–
Current cigarette smoking¶				
Male	1	1	1	–
Female	1	0	1	–
Nonbinary	1	2	4	–
Something else	4	4	2	–
Current use of vape products¶				
Male	2	3	5	–
Female	3	6	5	–
Nonbinary	2	4	9	–
Something else	6	8	5	–
Current tobacco vaping¶				
Male	1	2	3	–
Female	2	5	3	–
Nonbinary	1	3	5	–
Something else	2	8	4	–
Current marijuana vaping¶				
Male	1	2	4	–
Female	1	4	3	–
Nonbinary	1	2	6	–
Something else	3	7	3	–

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	66	63	55	–
Female	56	55	55	–
Nonbinary	47	59	44	–
Something else	44	61	53	–
Bedtime (at 12 am or later)				
Male	15	28	37	–
Female	16	25	33	–
Nonbinary	32	36	38	–
Something else	45	31	45	–

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	48	59	50	–
Female	68	55	52	–
Nonbinary		93	81	–
Something else	69	88		–
Synchronous instruction (4 days or more)[ǀ]				
Male	25	18	18	–
Female	44	18	20	–
Nonbinary		94	43	–
Something else	77	75		–
Interest in schoolwork done from home[σ]				
Male	42	48	41	–
Female	44	52	58	–
Nonbinary		20	36	–
Something else	28	10		–
Meaningful opportunities[θ]				
Male	63	46	38	–
Female	60	55	67	–
Nonbinary			49	–
Something else	33			–

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	17	17	20	–
Female	30	31	32	–
Nonbinary	53	48	55	–
Something else	45	49	56	–
Experienced chronic sadness/hopelessness§				
Male	19	19	24	–
Female	38	39	37	–
Nonbinary	71	52	74	–
Something else	55	67	62	–
Considered suicide§				
Male	8	7	10	–
Female	20	17	14	–
Nonbinary	53	30	47	–
Something else	32	29	42	–
Optimism‡				
Male	60	51	46	–
Female	48	44	44	–
Nonbinary	36	17	26	–
Something else	36	24	38	–
Life satisfaction∓				
Male	72	67	64	–
Female	62	60	61	–
Nonbinary	45	38	43	–
Something else	44	45	45	–

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	106.9	105.3	103.6	–
Female	100.3	99.1	99.3	–
Nonbinary	89.3	89.1	88.0	–
Something else	90.1	90.5	89.7	–

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	47	48	47	–
High school graduate	53	49	55	–
Some college	51	53	50	–
College degree	62	58	62	–
Don't know	54	47	47	–
School Connectedness[†ψ] ***(Remote Only)***				
Less than high school	49	55	48	–
High school graduate	54	53	36	–
Some college	52	68	53	–
College degree	61	55	68	–
Don't know	57	39	50	–
Academic Motivation[†]				
Less than high school	64	59	61	–
High school graduate	66	62	65	–
Some college	62	67	58	–
College degree	68	65	66	–
Don't know	65	60	57	–
School is really boring[±]				
Less than high school	44	48	42	–
High school graduate	42	44	44	–
Some college	39	36	39	–
College degree	37	39	35	–
Don't know	37	45	39	–

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	14	14	11	–
High school graduate	12	11	19	–
Some college	14	8	11	–
College degree	11	10	10	–
Don't know	13	10	13	–
Current absenteeism (≥3 times)[¶]				
Less than high school	19	17	20	–
High school graduate	17	19	15	–
Some college	18	19	18	–
College degree	10	10	13	–
Don't know	17	18	16	–
Trouble focusing on schoolwork[σ]				
Less than high school	45	42	37	–
High school graduate	37	35	41	–
Some college	39	38	41	–
College degree	33	36	40	–
Don't know	39	38	32	–
Caring adult relationships[‡]				
Less than high school	54	52	60	–
High school graduate	60	53	62	–
Some college	57	60	61	–
College degree	67	64	70	–
Don't know	60	54	58	–

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	64	63	66	–
High school graduate	70	65	72	–
Some college	69	73	72	–
College degree	78	75	78	–
Don't know	71	62	66	–
Meaningful participation[‡]				
Less than high school	28	27	29	–
High school graduate	30	24	27	–
Some college	31	30	25	–
College degree	34	30	34	–
Don't know	28	20	25	–
Facilities upkeep[σ]				
Less than high school	35	40	35	–
High school graduate	39	37	41	–
Some college	36	45	29	–
College degree	42	49	40	–
Don't know	38	38	29	–
Promotion of parental involvement in school[†]				
Less than high school	52	49	45	–
High school graduate	57	47	51	–
Some college	55	53	44	–
College degree	62	54	54	–
Don't know	55	44	42	–

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

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

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

[†] *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	47	52	51	–
High school graduate	55	53	55	–
Some college	46	55	51	–
College degree	60	63	65	–
Don't know	54	51	53	–
Experienced harassment due to five reasons[λ§]				
Less than high school	34	19	15	–
High school graduate	32	21	15	–
Some college	38	24	17	–
College degree	32	24	21	–
Don't know	29	23	12	–
Experienced any harassment or bullying[§]				
Less than high school	42	25	20	–
High school graduate	38	26	19	–
Some college	46	29	23	–
College degree	40	31	25	–
Don't know	36	27	17	–
Had mean rumors or lies spread about you[§]				
Less than high school	40	28	21	–
High school graduate	39	26	25	–
Some college	43	27	24	–
College degree	34	26	24	–
Don't know	32	19	18	–

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	30	16	11	–
High school graduate	22	15	9	–
Some college	28	17	9	–
College degree	24	14	9	–
Don't know	25	15	10	–
Been in a physical fight[§]				
Less than high school	19	12	7	–
High school graduate	19	9	5	–
Some college	21	8	4	–
College degree	12	5	4	–
Don't know	15	8	4	–
Seen a weapon on campus[§]				
Less than high school	11	10	8	–
High school graduate	11	7	9	–
Some college	13	10	7	–
College degree	10	7	7	–
Don't know	8	6	7	–

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	35	24	18	–
High school graduate	29	24	21	–
Some college	29	21	20	–
College degree	25	20	17	–
Don't know	23	19	13	–

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	11	12	11	–
High school graduate	5	10	10	–
Some college	6	6	14	–
College degree	3	8	10	–
Don't know	3	8	5	–
Current tobacco use¶				
Less than high school	5	6	4	–
High school graduate	4	4	5	–
Some college	4	3	5	–
College degree	1	4	3	–
Don't know	2	4	2	–
Current marijuana use¶				
Less than high school	4	6	7	–
High school graduate	3	6	7	–
Some college	3	4	10	–
College degree	1	5	5	–
Don't know	1	6	2	–
Current binge drinking¶				
Less than high school	3	4	4	–
High school graduate	1	3	5	–
Some college	2	2	3	–
College degree	0	3	3	–
Don't know	1	1	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 %
Very drunk or "high" 7 or more times, ever				
Less than high school	1	3	5	–
High school graduate	1	3	9	–
Some college	1	4	8	–
College degree	0	2	6	–
Don't know	0	5	3	–
Been drunk or "high" on drugs at school, ever				
Less than high school	4	5	5	–
High school graduate	2	4	8	–
Some college	3	5	6	–
College degree	1	5	5	–
Don't know	2	6	3	–
Current alcohol use¶				
Less than high school	7	7	7	–
High school graduate	3	6	7	–
Some college	4	5	7	–
College degree	2	5	6	–
Don't know	2	3	4	–
Current alcohol use at school¶				
Less than high school	5	4	3	–
High school graduate	2	2	2	–
Some college	2	1	1	–
College degree	1	2	1	–
Don't know	2	1	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	1	2	1	–
High school graduate	1	1	1	–
Some college	2	0	1	–
College degree	0	0	1	–
Don't know	1	1	0	–
Current use of vape products¶				
Less than high school	6	6	5	–
High school graduate	4	6	6	–
Some college	4	3	8	–
College degree	2	4	4	–
Don't know	3	4	2	–
Current tobacco vaping¶				
Less than high school	4	5	3	–
High school graduate	3	4	5	–
Some college	3	3	5	–
College degree	1	3	3	–
Don't know	2	3	2	–
Current marijuana vaping¶				
Less than high school	3	4	3	–
High school graduate	1	3	5	–
Some college	2	2	6	–
College degree	0	3	2	–
Don't know	1	2	2	–

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	50	52	50	–
High school graduate	53	46	49	–
Some college	54	61	49	–
College degree	68	65	61	–
Don’t know	58	58	55	–
Bedtime (at 12 am or later)				
Less than high school	25	32	33	–
High school graduate	17	27	36	–
Some college	20	23	39	–
College degree	13	22	35	–
Don’t know	15	33	31	–

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	29	57	46	–
High school graduate	44	65	58	–
Some college	70	73	28	–
College degree	61	54	52	–
Don't know	57	55	62	–
Synchronous instruction (4 days or more)[ǁ]				
Less than high school	25	22	25	–
High school graduate	45	21	13	–
Some college	28	27	24	–
College degree	33	30	31	–
Don't know	42	13	12	–
Interest in schoolwork done from home[σ]				
Less than high school	38	52	42	–
High school graduate	44	36	62	–
Some college	56	58	41	–
College degree	47	18	45	–
Don't know	30	63	44	–
Meaningful opportunities[θ]				
Less than high school	60	63	54	–
High school graduate	56	60	49	–
Some college	67	61	70	–
College degree	62	47	61	–
Don't know	57	42	41	–

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 A14.7

Social and Emotional Health by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Less than high school	27	23	24	–
High school graduate	25	25	27	–
Some college	31	25	31	–
College degree	23	26	29	–
Don't know	23	25	22	–
Experienced chronic sadness/hopelessness§				
Less than high school	34	29	32	–
High school graduate	31	30	34	–
Some college	39	30	35	–
College degree	27	31	32	–
Don't know	29	30	26	–
Considered suicide§				
Less than high school	20	12	12	–
High school graduate	14	13	15	–
Some college	25	11	15	–
College degree	13	15	15	–
Don't know	13	11	7	–
Optimism‡				
Less than high school	48	41	41	–
High school graduate	50	44	43	–
Some college	47	51	40	–
College degree	59	49	46	–
Don't know	51	43	49	–

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	59	60	62	–
High school graduate	66	62	59	–
Some college	58	64	57	–
College degree	71	66	65	–
Don't know	65	57	63	–

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Indexõ				
Less than high school	100.9	101.9	101.5	–
High school graduate	102.7	101.8	99.6	–
Some college	99.3	101.5	98.7	–
College degree	104.6	102.4	101.4	–
Don't know	103.2	100.5	103.3	–

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	57	54	56	–
English learner	58	48	54	–
Don't know	54	47	49	–
School Connectedness[†ψ] ***(Remote Only)***				
Not English learner	58	52	50	–
English learner	65	61	61	–
Don't know	54	44	55	–
Academic Motivation[†]				
Not English learner	66	63	63	–
English learner	68	65	63	–
Don't know	65	60	62	–
School is really boring[±]				
Not English learner	39	40	40	–
English learner	31	36	30	–
Don't know	39	49	37	–
School is worthless and a waste of time[±]				
Not English learner	12	10	13	–
English learner	12	15	11	–
Don't know	14	12	11	–
Current absenteeism (≥3 times)[¶]				
Not English learner	14	14	14	–
English learner	16	21	19	–
Don't know	15	18	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.*
[¶] *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	36	38	39	–
English learner	40	34	38	–
Don't know	38	36	38	–
Caring adult relationships[‡]				
Not English learner	63	60	65	–
English learner	60	55	60	–
Don't know	60	53	62	–
High expectations[‡]				
Not English learner	73	70	73	–
English learner	72	67	67	–
Don't know	72	63	72	–
Meaningful participation[‡]				
Not English learner	31	27	29	–
English learner	36	33	40	–
Don't know	30	24	27	–
Facilities upkeep[σ]				
Not English learner	40	46	36	–
English learner	42	37	40	–
Don't know	35	39	41	–
Promotion of parental involvement in school[†]				
Not English learner	59	51	49	–
English learner	58	50	53	–
Don't know	56	46	49	–

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	55	58	59	–
English learner	58	57	64	–
Don't know	56	51	51	–
Experienced harassment due to five reasons[λ§]				
Not English learner	32	23	18	–
English learner	27	28	17	–
Don't know	32	20	13	–
Experienced any harassment or bullying[§]				
Not English learner	40	29	22	–
English learner	34	31	19	–
Don't know	39	26	17	–
Had mean rumors or lies spread about you[§]				
Not English learner	36	25	24	–
English learner	33	29	18	–
Don't know	34	24	19	–
Been afraid of being beaten up[§]				
Not English learner	25	14	9	–
English learner	22	20	11	–
Don't know	26	15	9	–
Been in a physical fight[§]				
Not English learner	15	7	4	–
English learner	18	12	8	–
Don't know	14	7	4	–
Seen a weapon on campus[§]				
Not English learner	10	7	7	–
English learner	10	9	9	–
Don't know	9	8	5	–

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	26	21	18	–
English learner	26	24	15	–
Don't know	25	18	13	–

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	4	9	10	–
English learner	6	13	11	–
Don't know	4	5	7	–
Current alcohol or drug use[¶]				
Not English learner	2	4	4	–
English learner	5	7	6	–
Don't know	2	4	1	–
Current marijuana use[¶]				
Not English learner	1	6	6	–
English learner	3	6	6	–
Don't know	1	3	4	–
Current binge drinking[¶]				
Not English learner	1	2	3	–
English learner	3	7	7	–
Don't know	1	1	2	–
Very drunk or "high" 7 or more times, ever				
Not English learner	0	4	7	–
English learner	1	2	2	–
Don't know	0	1	3	–

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	6	6	–
English learner	4	5	4	–
Don't know	1	3	3	–
Current alcohol use¶				
Not English learner	2	5	6	–
English learner	4	9	9	–
Don't know	3	3	4	–
Current alcohol use at school¶				
Not English learner	1	2	1	–
English learner	3	5	4	–
Don't know	2	1	1	–
Current cigarette smoking¶				
Not English learner	1	0	1	–
English learner	3	5	4	–
Don't know	1	1	1	–
Current use of vape products¶				
Not English learner	2	4	5	–
English learner	6	8	5	–
Don't know	3	4	2	–
Current tobacco vaping¶				
Not English learner	2	3	4	–
English learner	3	5	5	–
Don't know	2	3	1	–
Current marijuana vaping¶				
Not English learner	1	3	4	–
English learner	3	5	3	–
Don't know	1	2	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	60	60	55	–
English learner	63	55	51	–
Don't know	61	55	53	–
Bedtime (at 12 am or later)				
Not English learner	16	26	36	–
English learner	12	24	26	–
Don't know	15	28	36	–

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	58	64	54	–
English learner	47	53	40	–
Don't know	60	46	52	–
Synchronous instruction (4 days or more)[ǁ]				
Not English learner	34	20	18	–
English learner	30	38	29	–
Don't know	41	20	31	–
Interest in schoolwork done from home[σ]				
Not English learner	47	39	51	–
English learner	47	63	49	–
Don't know	27	73	48	–
Meaningful opportunities[θ]				
Not English learner	64	59	56	–
English learner	59	51	63	–
Don't know	50	22	45	–

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 A15.7

Social and Emotional Health by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Not English learner	25	25	27	–
English learner	19	21	22	–
Don't know	22	26	26	–
Experienced chronic sadness/hopelessness§				
Not English learner	30	31	32	–
English learner	26	25	26	–
Don't know	31	29	31	–
Considered suicide§				
Not English learner	16	13	14	–
English learner	12	10	7	–
Don't know	13	13	9	–
Optimism‡				
Not English learner	54	48	44	–
English learner	56	45	51	–
Don't know	53	42	42	–
Life satisfaction∓				
Not English learner	66	64	62	–
English learner	68	63	62	–
Don't know	64	58	61	–

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

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

§ *Past 12 months.*

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

Table A15.7

Social and Emotional Health by English Learner Status – Continued

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Not English learner	102.9	102.0	100.8	–
English learner	105.6	103.2	103.6	–
Don't know	103.2	100.1	101.1	–

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	57	54	56	–
Less than 7 years (EL)	59	50	55	–
7 years or more (LTEL)	57	45	51	–
School Connectedness†ψ ***(Remote Only)***				
Not currently in English Learner Program	58	52	50	–
Less than 7 years (EL)	75	52	61	–
7 years or more (LTEL)	48	74	63	–
Academic Motivation†				
Not currently in English Learner Program	66	63	63	–
Less than 7 years (EL)	71	66	65	–
7 years or more (LTEL)	60	65	62	–
School is really boring±				
Not currently in English Learner Program	39	40	40	–
Less than 7 years (EL)	28	31	28	–
7 years or more (LTEL)	37	48	36	–
School is worthless and a waste of time±				
Not currently in English Learner Program	12	10	13	–
Less than 7 years (EL)	9	12	11	–
7 years or more (LTEL)	17	24	11	–
Current absenteeism (≥3 times)¶				
Not currently in English Learner Program	14	14	14	–
Less than 7 years (EL)	15	19	19	–
7 years or more (LTEL)	16	22	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.*

¶*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	36	38	39	–
Less than 7 years (EL)	40	34	40	–
7 years or more (LTEL)	41	33	35	–
Caring adult relationships[‡]				
Not currently in English Learner Program	63	60	65	–
Less than 7 years (EL)	59	54	59	–
7 years or more (LTEL)	62	56	67	–
High expectations[‡]				
Not currently in English Learner Program	73	70	73	–
Less than 7 years (EL)	71	69	66	–
7 years or more (LTEL)	73	64	74	–
Meaningful participation[‡]				
Not currently in English Learner Program	31	27	29	–
Less than 7 years (EL)	37	35	43	–
7 years or more (LTEL)	33	28	38	–
Facilities upkeep[σ]				
Not currently in English Learner Program	40	46	36	–
Less than 7 years (EL)	46	37	43	–
7 years or more (LTEL)	32	35	33	–
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	59	51	49	–
Less than 7 years (EL)	58	50	56	–
7 years or more (LTEL)	58	50	55	–

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	55	58	59	–
Less than 7 years (EL)	59	60	67	–
7 years or more (LTEL)	56	47	57	–
Experienced harassment due to five reasons[λ§]				
Not currently in English Learner Program	32	23	18	–
Less than 7 years (EL)	24	30	19	–
7 years or more (LTEL)	31	24	14	–
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	40	29	22	–
Less than 7 years (EL)	32	33	20	–
7 years or more (LTEL)	38	27	17	–
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	36	25	24	–
Less than 7 years (EL)	32	27	22	–
7 years or more (LTEL)	35	30	11	–
Been afraid of being beaten up[§]				
Not currently in English Learner Program	25	14	9	–
Less than 7 years (EL)	21	22	12	–
7 years or more (LTEL)	23	16	11	–
Been in a physical fight[§]				
Not currently in English Learner Program	15	7	4	–
Less than 7 years (EL)	17	10	10	–
7 years or more (LTEL)	19	19	4	–
Seen a weapon on campus[§]				
Not currently in English Learner Program	10	7	7	–
Less than 7 years (EL)	9	10	7	–
7 years or more (LTEL)	12	10	7	–

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	26	21	18	–
Less than 7 years (EL)	26	24	16	–
7 years or more (LTEL)	26	23	15	–

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	4	9	10	–
Less than 7 years (EL)	6	12	12	–
7 years or more (LTEL)	7	16	6	–
Current tobacco use[¶]				
Not currently in English Learner Program	2	4	4	–
Less than 7 years (EL)	4	7	7	–
7 years or more (LTEL)	6	8	4	–
Current marijuana use[¶]				
Not currently in English Learner Program	1	6	6	–
Less than 7 years (EL)	3	5	8	–
7 years or more (LTEL)	4	8	4	–
Current binge drinking[¶]				
Not currently in English Learner Program	1	2	3	–
Less than 7 years (EL)	3	7	8	–
7 years or more (LTEL)	4	5	4	–
Very drunk or "high" 7 or more times, ever				
Not currently in English Learner Program	0	4	7	–
Less than 7 years (EL)	0	2	1	–
7 years or more (LTEL)	1	3	3	–

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	6	6	–
Less than 7 years (EL)	4	5	4	–
7 years or more (LTEL)	4	7	5	–
Current alcohol use¶				
Not currently in English Learner Program	2	5	6	–
Less than 7 years (EL)	4	8	10	–
7 years or more (LTEL)	4	13	5	–
Current alcohol use at school¶				
Not currently in English Learner Program	1	2	1	–
Less than 7 years (EL)	3	6	3	–
7 years or more (LTEL)	5	4	4	–
Current cigarette smoking¶				
Not currently in English Learner Program	1	0	1	–
Less than 7 years (EL)	3	6	4	–
7 years or more (LTEL)	5	3	3	–
Current use of vape products¶				
Not currently in English Learner Program	2	4	5	–
Less than 7 years (EL)	5	8	6	–
7 years or more (LTEL)	7	8	5	–
Current tobacco vaping¶				
Not currently in English Learner Program	2	3	4	–
Less than 7 years (EL)	3	5	6	–
7 years or more (LTEL)	5	8	4	–
Current marijuana vaping¶				
Not currently in English Learner Program	1	3	4	–
Less than 7 years (EL)	2	4	4	–
7 years or more (LTEL)	4	7	4	–

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	60	60	55	–
Less than 7 years (EL)	65	57	53	–
7 years or more (LTEL)	60	53	43	–
Bedtime (at 12 am or later)				
Not currently in English Learner Program	16	26	36	–
Less than 7 years (EL)	11	23	26	–
7 years or more (LTEL)	13	25	28	–

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	58	64	54	–
Less than 7 years (EL)	33	44	28	–
7 years or more (LTEL)	73	68	62	–
Synchronous instruction (4 days or more)[ǁ]				
Not currently in English Learner Program	34	20	18	–
Less than 7 years (EL)	14	26	13	–
7 years or more (LTEL)	56	54	60	–
Interest in schoolwork done from home[σ]				
Not currently in English Learner Program	47	39	51	–
Less than 7 years (EL)	72	55	54	–
7 years or more (LTEL)	6	74	39	–
Meaningful opportunities[θ]				
Not currently in English Learner Program	64	59	56	–
Less than 7 years (EL)	64	31	61	–
7 years or more (LTEL)	50	74	67	–

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	25	25	27	–
Less than 7 years (EL)	17	19	22	–
7 years or more (LTEL)	21	26	23	–
Experienced chronic sadness/hopelessness§				
Not currently in English Learner Program	30	31	32	–
Less than 7 years (EL)	24	22	26	–
7 years or more (LTEL)	28	30	27	–
Considered suicide§				
Not currently in English Learner Program	16	13	14	–
Less than 7 years (EL)	9	7	7	–
7 years or more (LTEL)	18	19	10	–
Optimism‡				
Not currently in English Learner Program	54	48	44	–
Less than 7 years (EL)	58	47	53	–
7 years or more (LTEL)	51	41	48	–
Life satisfaction∓				
Not currently in English Learner Program	66	64	62	–
Less than 7 years (EL)	69	66	63	–
7 years or more (LTEL)	66	56	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 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	102.9	102.0	100.8	–
Less than 7 years (EL)	106.4	104.8	103.9	–
7 years or more (LTEL)	104.1	100.1	103.6	–

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	57	54	56	–
IEP	60	52	55	–
Don't know	53	48	51	–
Prefer not to say	49	42	44	–
School Connectedness[†ψ] ***(Remote Only)***				
No IEP	61	52	53	–
IEP	66	50	62	–
Don't know	49	26	39	–
Prefer not to say	38		44	–
Academic Motivation[†]				
No IEP	67	64	64	–
IEP	64	62	60	–
Don't know	65	57	61	–
Prefer not to say	65	67	55	–
School is really boring[±]				
No IEP	39	41	39	–
IEP	36	39	39	–
Don't know	37	49	41	–
Prefer not to say	45	24	39	–
School is worthless and a waste of time[±]				
No IEP	12	10	11	–
IEP	15	18	17	–
Don't know	12	10	18	–
Prefer not to say	16	8	22	–

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

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

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

[±] *Rating of 7 or higher.*

Table 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	14	13	15	–
IEP	17	19	16	–
Don't know	16	19	14	–
Prefer not to say	15	23	13	–
Trouble focusing on schoolwork$^{\sigma}$				
No IEP	34	34	37	–
IEP	48	57	47	–
Don't know	40	39	40	–
Prefer not to say	50	44	35	–
Caring adult relationships‡				
No IEP	63	59	64	–
IEP	67	63	69	–
Don't know	58	52	66	–
Prefer not to say	61	66	55	–
High expectations‡				
No IEP	73	70	72	–
IEP	77	71	77	–
Don't know	70	61	73	–
Prefer not to say	69	72	60	–
Meaningful participation‡				
No IEP	31	27	30	–
IEP	34	32	32	–
Don't know	29	22	27	–
Prefer not to say	33	25	28	–

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	40	45	36	–
IEP	44	47	42	–
Don't know	38	39	39	–
Prefer not to say	31	48	29	–
Promotion of parental involvement in school[†]				
No IEP	58	51	48	–
IEP	62	53	54	–
Don't know	56	43	53	–
Prefer not to say	54	48	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	56	58	58	–
IEP	58	56	59	–
Don't know	53	52	59	–
Prefer not to say	50	66	43	–
Experienced harassment due to five reasons[λ§]				
No IEP	31	22	17	–
IEP	31	28	23	–
Don't know	33	25	18	–
Prefer not to say	40	16	23	–
Experienced any harassment or bullying[§]				
No IEP	39	28	21	–
IEP	39	33	28	–
Don't know	40	28	21	–
Prefer not to say	46	38	28	–
Had mean rumors or lies spread about you[§]				
No IEP	35	25	23	–
IEP	38	32	25	–
Don't know	36	24	23	–
Prefer not to say	42	19	15	–
Been afraid of being beaten up[§]				
No IEP	23	14	8	–
IEP	30	24	14	–
Don't know	29	15	12	–
Prefer not to say	30	18	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	14	6	4	–
IEP	23	8	9	–
Don't know	17	10	5	–
Prefer not to say	20	14	10	–
Seen a weapon on campus[§]				
No IEP	9	8	7	–
IEP	12	8	8	–
Don't know	11	8	8	–
Prefer not to say	9	7	12	–

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	26	21	17	–
IEP	31	29	20	–
Don't know	25	17	20	–
Prefer not to say	27	22	15	–

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	4	8	9	–
IEP	6	12	14	–
Don't know	4	5	9	–
Prefer not to say	6	24	11	–
Current tobacco use¶				
No IEP	2	3	3	–
IEP	5	7	9	–
Don't know	3	4	3	–
Prefer not to say	4	22	7	–
Current marijuana use¶				
No IEP	1	5	6	–
IEP	2	8	7	–
Don't know	2	3	5	–
Prefer not to say	3	21	8	–
Current binge drinking¶				
No IEP	1	2	3	–
IEP	1	3	6	–
Don't know	1	2	2	–
Prefer not to say	1	22	6	–
Very drunk or "high" 7 or more times, ever				
No IEP	0	4	6	–
IEP	1	5	7	–
Don't know	0	2	4	–
Prefer not to say	1	2	9	–
Been drunk or "high" on drugs at school, ever				
No IEP	1	5	5	–
IEP	2	4	7	–
Don't know	2	4	3	–
Prefer not to say	2	20	7	–

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	2	4	6	–
IEP	3	6	9	–
Don't know	2	3	6	–
Prefer not to say	4	21	7	–
Current alcohol use at school¶				
No IEP	2	1	1	–
IEP	3	3	3	–
Don't know	1	2	1	–
Prefer not to say	3	27	2	–
Current cigarette smoking¶				
No IEP	1	0	1	–
IEP	3	2	3	–
Don't know	1	1	1	–
Prefer not to say	2	2	6	–
Current use of vape products¶				
No IEP	3	4	4	–
IEP	4	6	10	–
Don't know	3	5	3	–
Prefer not to say	5	24	9	–
Current tobacco vaping¶				
No IEP	2	3	3	–
IEP	3	4	8	–
Don't know	2	3	2	–
Prefer not to say	3	22	7	–
Current marijuana vaping¶				
No IEP	1	2	3	–
IEP	2	3	6	–
Don't know	1	3	2	–
Prefer not to say	2	20	7	–

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	60	60	54	–
IEP	64	59	58	–
Don't know	60	54	55	–
Prefer not to say	58	57	51	–
Bedtime (at 12 am or later)				
No IEP	15	26	36	–
IEP	17	27	32	–
Don't know	17	30	32	–
Prefer not to say	25	29	36	–

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	58	62	49	–
IEP	65	55	38	–
Don't know	57	35	71	–
Prefer not to say	39	94	40	–
Synchronous instruction (4 days or more)[ǀ]				
No IEP	31	17	21	–
IEP	29	45	21	–
Don't know	51	18	16	–
Prefer not to say	9	15	34	–
Interest in schoolwork done from home[σ]				
No IEP	53	46	44	–
IEP	28	15	50	–
Don't know	29	69	71	–
Prefer not to say	7	78	29	–
Meaningful opportunities[θ]				
No IEP	59	52	48	–
IEP	87	50	64	–
Don't know	54	19	73	–
Prefer not to say	58	100	33	–

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	24	24	26	–
IEP	24	33	32	–
Don't know	26	25	29	–
Prefer not to say	24	22	30	–
Experienced chronic sadness/hopelessness§				
No IEP	27	29	31	–
IEP	36	38	36	–
Don't know	34	30	34	–
Prefer not to say	32	41	35	–
Considered suicide§				
No IEP	13	12	12	–
IEP	22	17	18	–
Don't know	18	16	20	–
Prefer not to say	18	8	20	–
Optimism‡				
No IEP	55	48	46	–
IEP	51	44	40	–
Don't know	49	36	40	–
Prefer not to say	51	63	39	–
Life satisfaction∓				
No IEP	68	65	63	–
IEP	61	58	57	–
Don't know	62	56	58	–
Prefer not to say	58	56	48	–

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

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

§*Past 12 months.*

∓*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	103.9	102.7	101.7	–
IEP	102.4	99.0	99.0	–
Don't know	101.3	99.1	99.0	–
Prefer not to say	101.1	99.4	96.1	–

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	57	53	55	–
Foster home	42	53	22	–
Homeless	37	45	45	–
Other living arrangement	51	45	49	–
School Connectedness[†ψ] ***(Remote Only)***				
Home with one or more parent or guardian	59	55	51	–
Foster home				–
Homeless	34			–
Other living arrangement	52	13	55	–
Academic Motivation[†]				
Home with one or more parent or guardian	66	63	63	–
Foster home	28	58	61	–
Homeless	60	48	56	–
Other living arrangement	66	57	59	–
School is really boring[±]				
Home with one or more parent or guardian	39	41	39	–
Foster home	30	29	36	–
Homeless	44	45	56	–
Other living arrangement	38	48	39	–
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	12	11	13	–
Foster home	18	25	13	–
Homeless	20	18	38	–
Other living arrangement	14	11	12	–

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	14	15	15	–
Foster home	49	28	8	–
Homeless	26	22	30	–
Other living arrangement	20	16	28	–
Trouble focusing on schoolwork$^{\sigma}$				
Home with one or more parent or guardian	36	37	39	–
Foster home	72	52	20	–
Homeless	45	55	32	–
Other living arrangement	40	38	40	–
Caring adult relationships‡				
Home with one or more parent or guardian	63	59	64	–
Foster home	51	57	62	–
Homeless	51	41	52	–
Other living arrangement	56	44	58	–
High expectations‡				
Home with one or more parent or guardian	74	70	73	–
Foster home	71	63	84	–
Homeless	63	52	57	–
Other living arrangement	67	54	65	–
Meaningful participation‡				
Home with one or more parent or guardian	31	27	30	–
Foster home	26	39	37	–
Homeless	32	30	28	–
Other living arrangement	29	23	29	–

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	39	44	37	–
Foster home	44	53	54	–
Homeless	26	35	43	–
Other living arrangement	40	36	37	–
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	59	51	50	–
Foster home	47	58	54	–
Homeless	42	37	38	–
Other living arrangement	54	38	43	–

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	56	57	58	–
Foster home	48	50	68	–
Homeless	42	47	58	–
Other living arrangement	50	50	50	–
Experienced harassment due to five reasons[λ§]				
Home with one or more parent or guardian	31	23	17	–
Foster home	36	22	17	–
Homeless	56	41	30	–
Other living arrangement	34	22	21	–
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	39	29	21	–
Foster home	38	22	28	–
Homeless	61	43	38	–
Other living arrangement	42	27	22	–
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	35	25	22	–
Foster home	24	22	25	–
Homeless	50	48	30	–
Other living arrangement	37	25	30	–
Been afraid of being beaten up[§]				
Home with one or more parent or guardian	24	15	9	–
Foster home	27	14	10	–
Homeless	51	36	26	–
Other living arrangement	26	16	11	–

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	14	7	4	–
Foster home	36	11	6	–
Homeless	50	25	14	–
Other living arrangement	20	11	10	–
Seen a weapon on campus[§]				
Home with one or more parent or guardian	10	7	7	–
Foster home	29	16	13	–
Homeless	33	26	24	–
Other living arrangement	10	10	11	–

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	26	21	17	–
Foster home	35	16	15	–
Homeless	49	43	26	–
Other living arrangement	27	21	27	–

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	8	9	–
Foster home	26	6	23	–
Homeless	22	32	32	–
Other living arrangement	6	10	16	–
Current tobacco use¶				
Home with one or more parent or guardian	2	4	4	–
Foster home	29	6	23	–
Homeless	16	31	14	–
Other living arrangement	2	6	6	–
Current marijuana use¶				
Home with one or more parent or guardian	1	5	6	–
Foster home	17	5	23	–
Homeless	12	25	29	–
Other living arrangement	2	6	9	–
Current binge drinking¶				
Home with one or more parent or guardian	1	2	3	–
Foster home	21	6	7	–
Homeless	14	20	15	–
Other living arrangement	2	5	5	–
Very drunk or "high" 7 or more times, ever				
Home with one or more parent or guardian	0	3	6	–
Foster home	5	10	20	–
Homeless	3	4	9	–
Other living arrangement	0	3	8	–
Been drunk or "high" on drugs at school, ever				
Home with one or more parent or guardian	1	5	5	–
Foster home	24	10	9	–
Homeless	15	12	18	–
Other living arrangement	2	6	10	–

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	2	5	6	–
Foster home	21	6	8	–
Homeless	12	26	26	–
Other living arrangement	3	7	9	–
Current alcohol use at school¶				
Home with one or more parent or guardian	1	2	1	–
Foster home	26	5	7	–
Homeless	17	8	11	–
Other living arrangement	3	4	5	–
Current cigarette smoking¶				
Home with one or more parent or guardian	1	0	1	–
Foster home	24	1	3	–
Homeless	16	16	12	–
Other living arrangement	1	3	3	–
Current use of vape products¶				
Home with one or more parent or guardian	3	4	4	–
Foster home	25	6	23	–
Homeless	19	22	13	–
Other living arrangement	4	8	9	–
Current tobacco vaping¶				
Home with one or more parent or guardian	2	3	3	–
Foster home	13	5	23	–
Homeless	14	22	10	–
Other living arrangement	2	5	6	–
Current marijuana vaping¶				
Home with one or more parent or guardian	1	3	3	–
Foster home	10	4	23	–
Homeless	14	19	13	–
Other living arrangement	1	4	7	–

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	60	60	55	–
Foster home	68	53	72	–
Homeless	59	39	40	–
Other living arrangement	59	42	42	–
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	15	26	35	–
Foster home	15	26	17	–
Homeless	26	30	57	–
Other living arrangement	17	39	39	–

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	60	66	54	–
Foster home				–
Homeless	16			–
Other living arrangement	53	10	12	–
Synchronous instruction (4 days or more)[ǁ]				
Home with one or more parent or guardian	35	22	21	–
Foster home				–
Homeless	16	7		–
Other living arrangement	29	9	4	–
Interest in schoolwork done from home[σ]				
Home with one or more parent or guardian	43	43	50	–
Foster home				–
Homeless	14			–
Other living arrangement	48	88	52	–
Meaningful opportunities[θ]				
Home with one or more parent or guardian	61	55	54	–
Foster home				–
Homeless	40			–
Other living arrangement	59	11	58	–

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	24	25	27	–
Foster home	18	14	19	–
Homeless	24	31	32	–
Other living arrangement	26	27	33	–
Experienced chronic sadness/hopelessness§				
Home with one or more parent or guardian	29	30	31	–
Foster home	30	12	33	–
Homeless	33	41	35	–
Other living arrangement	33	30	45	–
Considered suicide§				
Home with one or more parent or guardian	14	13	13	–
Foster home	54	14	9	–
Homeless	26	31	30	–
Other living arrangement	18	12	23	–
Optimism‡				
Home with one or more parent or guardian	55	47	45	–
Foster home	30	51	26	–
Homeless	52	39	47	–
Other living arrangement	45	31	34	–
Life satisfaction∓				
Home with one or more parent or guardian	67	64	63	–
Foster home	30	59	33	–
Homeless	52	52	44	–
Other living arrangement	58	45	47	–

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	103.6	102.2	101.3	–
Foster home	88.5	105.2	98.4	–
Homeless	98.7	95.5	95.6	–
Other living arrangement	100.5	95.8	94.8	–

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

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

Appendix I

2023–24 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Arcohe Union Elementary				
Center Joint Unified				
Elk Grove Unified	96	90	83	
Elverta Joint Elementary				
Folsom-Cordova Unified	92	90	85	
Galt Joint Union Elementary	100			
Galt Joint Union High				
Natomas Unified	92	62	52	
River Delta Joint Unified	94	61	53	
Robla Elementary				
Sacramento City Unified				
Sacramento County Office of Education				
San Juan Unified				
Twin Rivers Unified	89	85	82	

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 %
Arcohe Union Elementary	94			
Center Joint Unified				
Elk Grove Unified				
Elverta Joint Elementary				
Folsom-Cordova Unified	93	94	86	
Galt Joint Union Elementary	99			
Galt Joint Union High				
Natomas Unified	95	93	86	
River Delta Joint Unified	91	90	89	
Robla Elementary				
Sacramento City Unified	94	65	61	
Sacramento County Office of Education				
San Juan Unified	81	68	48	
Twin Rivers Unified	97	76	72	

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

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[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

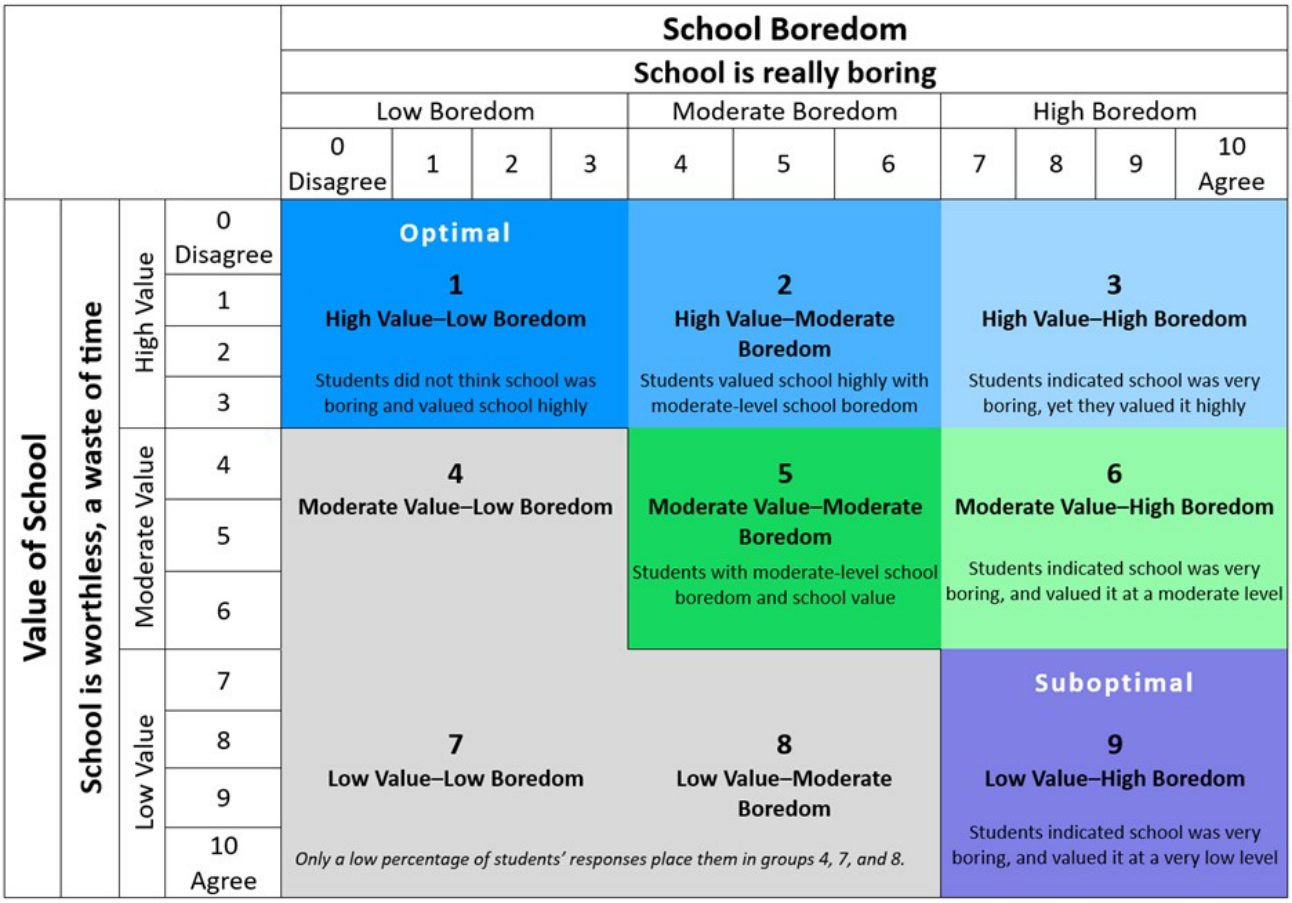
[19] Download data.calschls.org/resources/Biennial_State_1921.pdf

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