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SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Sutter County Secondary 2023–2025 Main Report

California Department of EDUCATION

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

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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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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	X
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
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	4	2	2	–
Number of schools	11	5	5	–
Number of students	864	754	681	–

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	833	743	655	–
Remote learning only	31	11	26	–

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†	62	54	50	–	A6.4
School connectedness†ψ ***(Remote Only)***	59	57	62	–	A6.4
Academic motivation†	70	68	65	–	A6.4
School is really boring±	42	44	39	–	A6.11
School is worthless and a waste of time±	16	14	13	–	A6.11
Current absenteeism (≥3 times)¶	14	18	26	–	A6.2
Trouble focusing on schoolwork$^{\sigma}$	29	38	40	–	A6.10
Caring adult relationships‡	66	65	66	–	A6.4
High expectations‡	80	78	76	–	A6.4
Meaningful participation‡	31	20	22	–	A6.4
Facilities upkeep$^{\sigma}$	44	62	60	–	A6.15
Promotion of parental involvement in school†	62	56	58	–	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe	68	60	69	–	A8.1
Experienced any harassment or bullying§	31	20	19	–	A8.2
Had mean rumors or lies spread about you§	35	20	24	–	A8.3
Been afraid of being beaten up§	16	12	7	–	A8.3
Been in a physical fight§	11	4	9	–	A8.4
Seen a weapon on campus§	7	5	13	–	A8.6
Cyberbullying§	24	20	20	–	A8.3

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

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

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

± Rating of 7 or higher.

¶ Past 30 days.

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

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

§ Past 12 months.

Table A2.2

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use[¶]	5	5	9	–	A9.5
Current tobacco use[¶]	2	6	4	–	A10.8
Current marijuana use[¶]	4	4	7	–	A9.5
Current binge drinking[¶]	3	1	1	–	A9.5
Very drunk or "high" 7 or more times, ever	2	1	9	–	A9.7
Been drunk or "high" on drugs at school, ever	2	5	7	–	A9.9
Current cigarette smoking[¶]	1	0	0	–	A10.5
Current use of vape products[¶]	4	9	4	–	A10.6
Current tobacco vaping[¶]	2	6	4	–	A10.6
Current marijuana vaping[¶]	3	4	4	–	A10.6
Health Routines					
Eating of breakfast[|]	62	57	45	–	A4.1
Bedtime (at 12 am or later)	15	12	31	–	A4.2
Remote Schooling					
Remote learning frequency (5 days per week)[¶δ]	48	30	58	–	A5.1
Synchronous instruction (4 days or more)[‖δ]	66	11	0	–	A5.1
Interest in schoolwork done from home[σ δ]	37	86	75	–	A5.3
Meaningful opportunities[θδ]	56	77	62	–	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‡	20	24	23	–	A7.5
Experienced chronic sadness/hopelessness§	21	29	34	–	A7.1
Considered suicide§	10	5	4	–	A7.2
Optimism‡	60	51	36	–	A7.3
Life satisfaction∓	73	63	57	–	A7.4
	Grade 7	Grade 9	Grade 11	NT	
California Student Wellness Indexõ	106.4	102.0	100.4	–	NP

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

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

§Past 12 months.

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

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

NP-Not presented in an individual table.

3. Demographics

Table A3.1
School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	89	71	65	–
Remote Learning Model	11	29	35	–

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	47	49	51	–
Female	49	50	48	–
Nonbinary	2	0	0	–
Something else	2	1	0	–

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	91	96	94	–
Yes, I am transgender	1	0	1	–
I am not sure if I am transgender	3	0	2	–
Decline to respond	5	3	3	–

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)	85	88	83	–
Lesbian or Gay	4	1	0	–
Bisexual	3	7	8	–
Something else	1	1	3	–
Not sure	2	1	0	–
Decline to respond	5	3	5	–

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	19	18	16	–
Black or African American, non-Hispanic	1	0	1	–
Hispanic or Latino/a	46	46	47	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	–
White, non-Hispanic	29	29	29	–
Multiracial, non-Hispanic	5	4	5	–
Something else, non-Hispanic	1	3	3	–

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	94	85	91	–
Other relative's home	1	0	3	–
A home with more than one family	4	11	3	–
Friend's home	0	0	0	–
Foster home, group care, or waiting placement	0	0	0	–
Hotel or motel	0	3	0	–
Shelter, car, campground, or other transitional or temporary housing	0	0	0	–
Other living arrangement	1	1	3	–

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	94	85	91	–
Foster home	0	0	0	–
Homeless	0	3	0	–
Other living arrangement	6	12	8	–

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	6	7	21	–
Graduated from high school	17	26	25	–
Attended college but did not complete four-year degree	9	10	20	–
Graduated from college	36	23	19	–
Don't know	32	34	15	–

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	75	66	71	–
Yes	8	4	12	–
Don't know	16	28	16	–
Prefer not to say	2	2	1	–

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

Table A3.10

English Learner Program Designation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	74	73	73	–
Yes	12	3	5	–
Don't know	14	24	22	–

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	86	96	93	–
Less than 7 years (EL)	9	3	3	–
7 years or more (LTEL)	5	1	4	–

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	64	70	73	–
Spanish	21	18	20	–
Mandarin	0	0	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	0	0	–
Vietnamese	0	0	0	–
Korean	0	0	0	–
Arabic	1	0	1	–
Other	14	11	6	–

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

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

Table A3.13

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	71	79	79	–
Well	23	11	20	–
Not well	5	9	1	–
Not at all	0	0	0	–
speak English?				
Very well	61	64	76	–
Well	31	25	22	–
Not well	7	2	1	–
Not at all	1	9	0	–
read English?				
Very well	58	64	70	–
Well	32	17	28	–
Not well	6	19	2	–
Not at all	4	0	0	–
write English?				
Very well	57	61	69	–
Well	30	27	28	–
Not well	13	3	3	–
Not at all	1	9	0	–
English Language Proficiency Status				
Proficient	56	61	70	–
Not proficient	44	39	30	–

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	82	92	94	–
1 day	2	3	2	–
2 days	1	1	3	–
3 days	1	2	0	–
4 days	3	1	0	–
5 days	10	2	1	–

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	93	97	96	–
Yes	1	2	3	–
Don't know	5	2	1	–

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

4. Health Routines

Table A4.1
Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	38	43	55	–
Yes	62	57	45	–

Question HS/MS A.17: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2
Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	1	4	1	–
7:00-7:59 pm	1	0	0	–
8:00-8:59 pm	10	2	4	–
9:00-9:59 pm	34	11	11	–
10:00-10:59 pm	27	44	23	–
11:00-11:59 pm	11	27	29	–
12:00-12:59 am	7	7	14	–
After 1:00 am	8	6	17	–
Bedtime at 12 am or later	15	12	31	–

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	13	0	0	–
Between 1 and 2 hours	34	22	12	–
Between 2 and 3 hours	14	30	18	–
Between 3 and 4 hours	14	18	41	–
Between 4 and 5 hours	0	9	14	–
More than 5 hours	24	21	14	–
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	20	80	28	–
1 day	0	0	21	–
2 days	3	9	29	–
3 days	10	0	22	–
4 days	1	0	0	–
5 days	65	11	0	–
Number of weekdays participating in school from home for the entire school day				
0 days	3	0	0	–
1 day	2	29	3	–
2 days	2	9	6	–
3 days	33	23	16	–
4 days	12	9	18	–
5 days	48	30	58	–

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	25	13	0	–
A little true	19	10	38	–
Pretty much true	28	66	34	–
Very much true	29	11	28	–

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	11	0	4	–
Disagree	13	0	0	–
Neither disagree nor agree	39	14	20	–
Agree	25	65	60	–
Strongly agree	12	21	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	30	28	17	–
A's and B's	29	21	30	–
Mostly B's	4	5	14	–
B's and C's	22	25	22	–
Mostly C's	2	8	4	–
C's and D's	7	7	9	–
Mostly D's	0	1	5	–
Mostly F's	5	7	1	–

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

Table A6.2
Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	56	44	37	–
1 day	20	21	18	–
2 days	10	16	19	–
3 or more days	14	18	26	–

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	48	38	38	–
Illness (feeling physically sick), including problems with breathing or your teeth	35	45	46	–
Were being bullied or mistreated at school	2	1	1	–
Felt very sad, hopeless, anxious, stressed, or angry	5	8	10	–
Didn't get enough sleep	11	5	11	–
Didn't feel safe at school or going to and from school	1	1	2	–
Had to take care of or help a family member or friend	5	6	10	–
Wanted to spend time with friends	2	0	1	–
Used alcohol or drugs	0	1	0	–
Were behind in schoolwork or weren't prepared for a test or class assignment	4	7	6	–
Were bored or uninterested in school	3	7	6	–
Had no transportation to school	1	7	6	–
Other reason	15	13	8	–

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

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

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

Table A6.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	59	55	55	–	
Caring relationships-adults in school‡	66	65	66	–	A6.5
High expectations-adults in school‡	80	78	76	–	A6.6
Meaningful participation at school‡	31	20	22	–	A6.7
School connectedness†	62	54	50	–	A6.8
School connectedness†ψ ***(Remote Only)***	59	57	62	–	A6.8
Academic motivation†	70	68	65	–	A6.9
Promotion of parental involvement in school†	62	56	58	–	A6.13

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

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

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

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A6.5
Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring relationships-adults in school				
Average reporting "Pretty much true" or "Very much true"	66	65	66	–
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	10	6	9	–
A little true	27	32	27	–
Pretty much true	31	46	43	–
Very much true	32	16	20	–
who notices when I'm not there.				
Not at all true	8	7	9	–
A little true	26	28	25	–
Pretty much true	33	43	39	–
Very much true	33	21	26	–
who listens to me when I have something to say.				
Not at all true	9	7	6	–
A little true	21	24	26	–
Pretty much true	29	31	41	–
Very much true	41	38	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"	80	78	76	–
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	6	4	–
A little true	16	15	20	–
Pretty much true	38	48	48	–
Very much true	37	32	28	–
who always wants me to do my best.				
Not at all true	4	3	3	–
A little true	11	18	18	–
Pretty much true	31	41	47	–
Very much true	54	38	32	–
who believes that I will be a success.				
Not at all true	7	6	4	–
A little true	15	18	22	–
Pretty much true	31	46	44	–
Very much true	48	30	29	–

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	20	22	–
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	11	15	23	–
A little true	37	38	41	–
Pretty much true	33	39	24	–
Very much true	20	9	13	–
I help decide things like class activities or rules.				
Not at all true	44	61	57	–
A little true	29	28	25	–
Pretty much true	15	8	16	–
Very much true	12	3	2	–
I do things that make a difference.				
Not at all true	27	32	40	–
A little true	41	48	38	–
Pretty much true	20	16	15	–
Very much true	12	4	8	–
I have a say in how things work.				
Not at all true	41	43	46	–
A little true	32	42	32	–
Pretty much true	13	12	19	–
Very much true	14	2	3	–
I help decide school activities or rules.				
Not at all true	63	70	70	–
A little true	20	20	19	–
Pretty much true	12	8	8	–
Very much true	4	2	3	–

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"	62	54	50	–
School connectedness[ψ] ***(Remote Only)***				
Average reporting "Agree" or "Strongly agree"	59	57	62	–
I feel close to people at/from this school.				
Strongly disagree	4	6	10	–
Disagree	3	18	7	–
Neither disagree nor agree	27	40	49	–
Agree	41	27	28	–
Strongly agree	26	9	6	–
I am happy with/to be at this school.				
Strongly disagree	6	3	4	–
Disagree	8	6	6	–
Neither disagree nor agree	29	30	33	–
Agree	34	40	42	–
Strongly agree	23	21	14	–
I feel like I am part of this school.				
Strongly disagree	5	3	8	–
Disagree	9	5	7	–
Neither disagree nor agree	28	46	37	–
Agree	35	35	37	–
Strongly agree	24	11	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	4	3	4	–
Disagree	10	4	6	–
Neither disagree nor agree	25	19	18	–
Agree	34	42	46	–
Strongly agree	28	33	26	–
I feel safe in my school.				
Strongly disagree	5	3	2	–
Disagree	7	5	5	–
Neither disagree nor agree	24	36	33	–
Agree	31	42	45	–
Strongly agree	34	13	15	–

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"	70	68	65	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	1	1	–
Disagree	1	2	1	–
Neither disagree nor agree	10	20	15	–
Agree	43	52	56	–
Strongly agree	44	25	27	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	7	8	6	–
Disagree	20	12	13	–
Neither disagree nor agree	32	31	39	–
Agree	23	36	30	–
Strongly agree	17	14	12	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	3	2	1	–
Disagree	9	8	7	–
Neither disagree nor agree	20	23	33	–
Agree	39	51	41	–
Strongly agree	30	16	19	–
I am always trying to do better in my schoolwork.				
Strongly disagree	1	2	1	–
Disagree	3	2	1	–
Neither disagree nor agree	11	19	23	–
Agree	42	50	50	–
Strongly agree	43	27	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	17	6	6	–
Disagree	25	32	20	–
Neither disagree nor agree	29	24	34	–
Agree	14	25	28	–
Strongly agree	15	12	12	–

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

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

Table A6.11

School Boredom and Value of School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	27	27	19	–
Moderate (4-6)	31	29	42	–
High (7-10)	42	44	39	–
Value of school				
High (0-3)	60	66	61	–
Moderate (4-6)	24	20	26	–
Low (7-10)	16	14	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	26	27	19	–
	Moderate Boredom	23	21	25	–
	High Boredom	12	19	17	–
Moderate Value	Moderate Boredom	7	7	14	–
	High Boredom	16	12	12	–
Low Value	High Boredom	14	13	10	–

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

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

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

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

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

Table A6.13

Promotion of Parental Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
Average reporting "Agree" or "Strongly agree"	62	56	58	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	2	2	–
Disagree	5	5	5	–
Neither disagree nor agree	26	27	26	–
Agree	38	48	44	–
Strongly agree	28	18	23	–
Parents feel welcome to participate at this school.				
Strongly disagree	4	2	1	–
Disagree	4	3	3	–
Neither disagree nor agree	32	55	46	–
Agree	41	35	39	–
Strongly agree	19	6	10	–
School staff take parent concerns seriously.				
Strongly disagree	3	3	4	–
Disagree	7	4	10	–
Neither disagree nor agree	30	29	28	–
Agree	37	46	43	–
Strongly agree	23	18	15	–

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

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

Table A6.14
Checking Student Well-Being

	Grade 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	23	19	13	–
A little true	24	33	26	–
Pretty much true	26	38	35	–
Very much true	27	11	25	–

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	4	4	–
Disagree	17	8	7	–
Neither disagree nor agree	30	26	29	–
Agree	28	55	47	–
Strongly agree	16	7	13	–

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	79	71	66	–
Yes	21	29	34	–

Question HS A.153/MS A.146: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	90	95	96	–
Yes	10	5	4	–

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"	60	51	36	–
Each day I look forward to having a lot of fun.				
Not at all true	13	22	22	–
A little true	31	32	52	–
Pretty much true	33	39	16	–
Very much true	23	7	9	–
I usually expect to have a good day.				
Not at all true	15	12	18	–
A little true	26	42	41	–
Pretty much true	32	35	31	–
Very much true	27	12	11	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	13	12	25	–
A little true	22	28	32	–
Pretty much true	29	40	28	–
Very much true	36	21	15	–

Question HS A.160-162/MS A.153-155: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.
Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Life Satisfaction Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
Average reporting "Satisfied" or "Very satisfied"	73	63	57	–
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	2	2	4	–
Dissatisfied	5	6	12	–
A little dissatisfied	4	13	10	–
A little satisfied	7	10	6	–
Satisfied	31	45	35	–
Very satisfied	50	26	33	–
my friendships as...				
Very dissatisfied	1	1	7	–
Dissatisfied	3	4	7	–
A little dissatisfied	4	5	8	–
A little satisfied	9	20	11	–
Satisfied	40	50	41	–
Very satisfied	42	20	26	–
my school experience as...				
Very dissatisfied	8	3	3	–
Dissatisfied	6	11	11	–
A little dissatisfied	9	15	13	–
A little satisfied	25	21	33	–
Satisfied	26	27	28	–
Very satisfied	25	23	11	–

Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...
Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I would describe my satisfaction with...				
myself as...				
Very dissatisfied	4	7	14	–
Dissatisfied	4	6	12	–
A little dissatisfied	8	15	13	–
A little satisfied	12	22	14	–
Satisfied	26	33	26	–
Very satisfied	46	17	20	–
where I live as...				
Very dissatisfied	3	1	7	–
Dissatisfied	1	1	7	–
A little dissatisfied	6	7	12	–
A little satisfied	9	17	10	–
Satisfied	30	38	30	–
Very satisfied	50	35	34	–

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"	20	24	23	–
I had a hard time relaxing.				
Not at all true	49	43	45	–
A little true	30	35	23	–
Pretty much true	11	12	21	–
Very much true	10	10	11	–
I felt sad and down.				
Not at all true	56	60	47	–
A little true	25	13	31	–
Pretty much true	11	12	13	–
Very much true	9	14	10	–
I was easily irritated.				
Not at all true	43	40	36	–
A little true	25	25	34	–
Pretty much true	19	11	14	–
Very much true	13	24	16	–
It was hard for me to cope and I thought I would panic.				
Not at all true	73	64	66	–
A little true	15	16	18	–
Pretty much true	8	6	12	–
Very much true	4	14	4	–
It was hard for me to get excited about anything.				
Not at all true	66	64	55	–
A little true	17	21	28	–
Pretty much true	11	12	12	–
Very much true	7	3	5	–

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

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

8. School Violence, Victimization, and Safety

Table A8.1
Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	27	14	15	–
Safe	41	46	55	–
Neither safe nor unsafe	25	35	26	–
Unsafe	5	3	3	–
Very unsafe	2	2	1	–

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

Table A8.2

Reasons for Harassment, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	85	92	94	–
1 time	7	4	2	–
2 or more times	8	4	5	–
Religion				
0 times	90	96	97	–
1 time	4	1	1	–
2 or more times	6	3	2	–
Gender				
0 times	93	97	95	–
1 time	3	1	1	–
2 or more times	5	2	4	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	89	96	94	–
1 time	5	2	1	–
2 or more times	6	1	5	–
A physical or mental disability				
0 times	93	98	95	–
1 time	4	1	2	–
2 or more times	2	1	3	–
Any of the above five reasons	25	13	12	–
Any of the above five reasons (2 or more times)	18	7	9	–

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	93	95	97	–
1 time	2	2	1	–
2 or more times	5	3	2	–
Any other reason				
0 times	85	88	87	–
1 time	4	4	2	–
2 or more times	11	9	11	–
Any harassment	31	20	19	–

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"	24	20	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	74	88	90	–
1 time	13	7	7	–
2 to 3 times	6	4	1	–
4 or more times	6	1	2	–
been afraid of being beaten up?				
0 times	84	88	93	–
1 time	10	7	3	–
2 to 3 times	2	3	2	–
4 or more times	3	1	1	–
During the past 12 months, how many times have you...				
had mean rumors or lies spread about you?				
0 times	65	80	76	–
1 time	19	10	9	–
2 to 3 times	9	5	10	–
4 or more times	7	4	6	–
had sexual jokes, comments, or gestures made to you?				
0 times	81	86	77	–
1 time	7	4	8	–
2 to 3 times	5	5	8	–
4 or more times	7	4	6	–

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	87	91	92	–
1 time	7	4	5	–
2 to 3 times	2	3	3	–
4 or more times	4	1	1	–
been made fun of because of your looks or the way you talk?				
0 times	69	82	73	–
1 time	11	8	9	–
2 to 3 times	8	3	5	–
4 or more times	11	7	14	–
been made fun of, insulted, or called names?				
0 times	75	81	78	–
1 time	9	7	7	–
2 to 3 times	6	6	2	–
4 or more times	11	6	13	–
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? (Cyberbullying)				
0 times (never)	76	80	80	–
1 time	11	12	9	–
2 to 3 times	8	4	6	–
4 or more times	5	4	5	–

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"	4	4	5	–
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	89	96	91	–
1 time	7	2	5	–
2 to 3 times	1	1	2	–
4 or more times	2	1	1	–
been offered, sold, or given an illegal drug?				
0 times	96	90	91	–
1 time	3	6	3	–
2 to 3 times	1	2	2	–
4 or more times	0	3	4	–
damaged school property on purpose?				
0 times	97	97	99	–
1 time	1	2	1	–
2 to 3 times	1	1	0	–
4 or more times	0	1	0	–
carried a gun?				
0 times	100	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	98	97	95	–
1 time	2	2	1	–
2 to 3 times	0	0	3	–
4 or more times	0	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	93	93	95	–
1 time	2	3	2	–
2 to 3 times	4	3	1	–
4 or more times	1	1	2	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	98	97	–
1 time	2	2	2	–
2 to 3 times	1	0	0	–
4 or more times	0	0	0	–

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

Table A8.6

Weapons Possession on School Property, Past 12 Months

	Grade 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	93	95	87	–
1 time	5	3	10	–
2 to 3 times	1	2	1	–
4 or more times	1	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	11	18	25	–	A9.2
Lifetime marijuana use	4	7	18	–	A9.2
Lifetime very drunk or high (7 or more times)	2	1	9	–	A9.7
Current alcohol or drug use[¶]	5	5	9	–	A9.5
Current marijuana use[¶]	4	4	7	–	A9.5
Current heavy drug use[¶]	3	1	5	–	A9.5
Current heavy alcohol use (binge drinking)[¶]	3	1	1	–	A9.5
Current alcohol or drug use on school property[¶]	2	2	1	–	A9.8
Harmfulness of occasional marijuana use[B]	38	36	36	–	A9.11
Difficulty of obtaining marijuana[C]	19	10	13	–	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	9	15	20	–
Marijuana	4	7	18	–
Inhalants	3	1	0	–
Cocaine, methamphetamine, or any amphetamines	na	0	1	–
Ecstasy, LSD, or other psychedelics	na	1	1	–
Prescription pain medication (opioids)	na	2	1	–
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	1	2	–
Any of the above AOD use	11	18	25	–

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	91	85	80	–
1 time	5	5	3	–
2 to 3 times	1	7	4	–
4 or more times	4	2	13	–
Marijuana (smoke, vape, eat, or drink)				
0 times	96	93	82	–
1 time	2	1	3	–
2 to 3 times	1	1	3	–
4 or more times	2	5	12	–
Inhalants				
0 times	97	99	100	–
1 time	1	1	0	–
2 to 3 times	0	1	0	–
4 or more times	1	0	0	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	100	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	99	99	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Prescription pain medication				
0 times	na	98	99	–
1 time	na	0	0	–
2 to 3 times	na	1	0	–
4 or more times	na	1	1	–

Question HS A.68-71, 73, 74/MS A.69-71: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).
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	2	–
2 to 3 times	na	2	0	–
4 or more times	na	1	1	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	98	99	98	–
1 time	0	0	2	–
2 to 3 times	1	1	0	–
4 or more times	1	0	0	–

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

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	96	94	86	–
1 time	1	1	1	–
2 to 3 times	0	1	1	–
4 or more times	2	4	12	–
In a vaping device?				
0 times	98	94	86	–
1 time	0	1	1	–
2 to 3 times	0	1	3	–
4 or more times	1	5	9	–
Eat or drink it in products made with marijuana?				
0 times	98	95	88	–
1 time	0	3	5	–
2 to 3 times	1	1	5	–
4 or more times	1	1	1	–
Ever used marijuana in all three ways	1	4	10	–

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)	3	2	5	–
Binge drinking (5 or more drinks in a row)	3	1	1	–
Marijuana (smoke, vape, eat, or drink)	4	4	7	–
Inhalants	1	0	0	–
Prescription drugs to get "high" or for reasons other than prescribed	na	0	0	–
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	0	1	–
Any drug use	4	4	8	–
Heavy drug use	3	1	5	–
Any AOD Use	5	5	9	–
Two or more substances at the same time	na	1	1	–

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

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

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

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	97	98	95	–
1 or 2 days	2	1	4	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	1	0	0	–
Binge drinking (5 or more drinks in a row)				
0 days	97	99	99	–
1 or 2 days	1	1	1	–
3 to 9 days	0	0	0	–
10 to 19 days	1	0	0	–
20 to 30 days	0	0	0	–
Marijuana (smoke, vape, eat, or drink)				
0 days	96	96	93	–
1 or 2 days	2	3	3	–
3 to 9 days	1	0	0	–
10 to 19 days	1	0	1	–
20 to 30 days	0	1	3	–

Question HS A.86-88/MS A.83-85: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

Table A9.7
Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	94	91	–
1 to 2 times	1	5	5	–
3 to 6 times	0	1	3	–
7 or more times	2	0	0	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	96	94	85	–
1 to 2 times	3	2	2	–
3 to 6 times	0	3	3	–
7 or more times	1	1	9	–
Very drunk or "high" 7 or more times	2	1	9	–

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	99	99	–
1 to 2 days	1	1	0	–
3 or more days	1	0	0	–
Marijuana (smoke, vape, eat, or drink)				
0 days	99	99	99	–
1 to 2 days	0	0	0	–
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	100	100	–
1 to 2 days	0	0	0	–
3 or more days	1	0	0	–
Any of the above	2	2	1	–

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

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

Table A9.9

Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	95	93	–
1 to 2 times	1	4	2	–
3 to 6 times	0	0	3	–
7 or more times	0	1	2	–

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	93	93	–
0 times	na	6	2	–
1 time	na	1	0	–
2 to 3 times	na	0	4	–
4 or more times	na	0	0	–
Marijuana				
Does not apply, don't use	na	95	87	–
0 times	na	1	6	–
1 time	na	1	3	–
2 to 3 times	na	3	0	–
4 or more times	na	0	5	–

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	30	33	38	–
Moderate	17	20	16	–
Slight	17	33	28	–
None	36	14	17	–
Alcohol - 5 or more drinks once or twice a week				
Great	41	47	54	–
Moderate	15	29	28	–
Slight	6	15	4	–
None	38	10	14	–
Marijuana - use occasionally				
Great	38	36	36	–
Moderate	19	27	24	–
Slight	8	26	18	–
None	36	11	22	–
Marijuana - use daily				
Great	52	65	55	–
Moderate	8	20	12	–
Slight	3	5	16	–
None	37	10	17	–

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	17	11	14	–
Fairly difficult	11	15	9	–
Fairly easy	15	23	16	–
Very easy	7	14	25	–
Don't know	50	37	37	–
Marijuana				
Very difficult	19	10	13	–
Fairly difficult	10	20	4	–
Fairly easy	13	14	24	–
Very easy	7	16	26	–
Don't know	51	40	32	–
Prescription drugs to get "high" or for reasons other than prescribed				
Very difficult	16	20	23	–
Fairly difficult	18	14	13	–
Fairly easy	6	18	13	–
Very easy	7	6	11	–
Don't know	53	42	40	–

Question HS A.110-112/MS A.105-107: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get "high" or for reasons other than prescribed.

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

10. Use of Tobacco and Vaping Devices

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	2	4	–	A10.2
Current cigarette smoking¶	1	0	0	–	A10.5
Current cigarette smoking at school¶	1	0	0	–	A10.9
Ever tried smokeless tobacco	1	2	1	–	A10.2
Current smokeless tobacco use¶	0	1	0	–	A10.5
Current smokeless tobacco use at school¶	1	0	1	–	A10.9
Ever used vape products	8	26	18	–	A10.2
Current use of vape products¶	4	9	4	–	A10.5
Current tobacco vaping¶	2	6	4	–	A10.6
Current marijuana vaping¶	3	4	4	–	A10.6
Current vaping at school¶	1	2	1	–	A10.9
Lifetime tobacco use	6	24	16	–	A10.2
Current tobacco use ¶	2	6	4	–	A10.8
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	4	10	–	A10.14
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[B]	33	34	38	–	A10.15
Harmfulness of smoking 1 or more packs/day[B]	49	67	59	–	A10.15
Harmfulness of vaping occasionally[B]	36	40	39	–	A10.16
Harmfulness of vaping several times a day[B]	54	74	68	–	A10.16
Difficulty of obtaining cigarettes[C]	17	11	19	–	A10.17
Difficulty of obtaining vape products[C]	15	6	12	–	A10.17
Anti-Tobacco Policy					
School bans tobacco use and vaping	72	71	78	–	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	96	na	na	na
1 time	2	na	na	na
2 to 3 times	0	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	98	96	–
1 time	0	1	1	–
2 to 3 times	0	0	1	–
4 or more times	1	1	3	–
Smokeless tobacco				
0 times	99	98	99	–
1 time	0	1	1	–
2 to 3 times	0	0	0	–
4 or more times	1	0	1	–
Vape products				
0 times	92	74	82	–
1 time	3	15	3	–
2 to 3 times	1	2	3	–
4 or more times	4	9	11	–
Lifetime tobacco use				
No	94	76	84	–
Yes	6	24	16	–

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	94	76	85	–
1 time	3	14	3	–
2 to 3 times	0	1	1	–
4 or more times	3	9	11	–
Vaped marijuana or THC				
0 times	96	93	88	–
1 time	2	1	1	–
2 to 3 times	0	1	2	–
4 or more times	2	5	9	–
Vaped other product				
0 times	97	98	93	–
1 time	1	1	2	–
2 to 3 times	0	0	0	–
4 or more times	2	1	5	–

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	93	75	85	–
Vaped tobacco or nicotine only	3	18	4	–
Vaped marijuana or THC only	1	1	0	–
Vaped tobacco/nicotine and marijuana/THC	3	6	11	–

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	0	0	–
Daily (20 or more days)	0	0	0	–
Smokeless tobacco				
Any	0	1	0	–
Daily (20 or more days)	0	0	0	–
Vape products				
Any	4	9	4	–
Daily (20 or more days)	0	1	0	–

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

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

Table A10.6
Substances Vaped, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 days	98	94	96	–
1 or 2 days	2	5	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	3	–
20 to 30 days	0	1	0	–
Vaped marijuana or THC				
0 days	97	96	96	–
1 or 2 days	1	3	0	–
3 to 9 days	1	0	1	–
10 to 19 days	0	0	0	–
20 to 30 days	0	1	3	–
Vaped other product				
0 days	100	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	–

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	97	92	96	–
Vaped tobacco or nicotine only	0	5	0	–
Vaped marijuana or THC only	1	3	0	–
Vaped tobacco/nicotine and marijuana/THC	2	1	4	–

Question HS A.85, 85A, 85B/MS A.82, 82A, 82B: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?
Note: Cells are empty if there are less than 10 respondents.

Table A10.8

Current Tobacco Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	94	96	–
Yes	2	6	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	1	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Smokeless tobacco				
0 days	99	100	99	–
1 or 2 days	1	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	99	98	99	–
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	0	–

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

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

Table A10.10

Substances Vaped on School Property, Past 30 Days

	Grade 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	100	99	–
Yes	1	0	1	–

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

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

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

Table A10.13

Secondhand Smoke on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	98	97	98	–
1 day	1	1	0	–
2 days	0	0	0	–
3-9 days	0	1	1	–
10-19 days	0	0	0	–
20-30 days	0	0	0	–

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

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

Table A10.14

Cigarette Smoking and Vaping Cessation Attempts

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

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	33	34	38	–
Moderate	18	35	24	–
Slight	12	18	21	–
None	37	13	17	–
Smoke 1 or more packs of cigarettes each day				
Great	49	67	59	–
Moderate	11	13	23	–
Slight	3	7	4	–
None	38	12	14	–

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	36	40	39	–
Moderate	19	33	23	–
Slight	9	15	24	–
None	36	12	14	–
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	54	74	68	–
Moderate	6	10	17	–
Slight	2	4	2	–
None	37	12	13	–

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	17	11	19	–
Fairly difficult	14	21	13	–
Fairly easy	13	23	19	–
Very easy	5	5	13	–
Don't know	51	39	38	–
Vape products				
Very difficult	15	6	12	–
Fairly difficult	9	11	2	–
Fairly easy	16	30	23	–
Very easy	13	21	33	–
Don't know	47	32	29	–

Question HS A.108, 109/MS A.103, 104: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.18

School Bans Tobacco Use and Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	6	2	4	–
Yes	72	71	78	–
Don't know	22	27	18	–

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	59	na	na	na
1 day	13	na	na	na
2 days	5	na	na	na
3 days	2	na	na	na
4 days	3	na	na	na
5 days	18	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	96	99	95	–
Yes	4	1	5	–

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	61	78		–
Asian or Asian American	66	59	59	–
Black or African American	54	43	37	–
Hispanic or Latino/a	53	46	51	–
Native Hawaiian or Pacific Islander				–
White	70	59	42	–
Multiracial	69	68	48	–
Something else	67	43	34	–
School Connectedness[†ψ] ***(Remote Only)***				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latino/a	64		42	–
Native Hawaiian or Pacific Islander				–
White				–
Multiracial				–
Something else				–
Academic Motivation[†]				
American Indian or Alaska Native	78	84		–
Asian or Asian American	76	71	72	–
Black or African American	65	65	55	–
Hispanic or Latino/a	64	67	58	–
Native Hawaiian or Pacific Islander				–
White	77	65	74	–
Multiracial	72	70	52	–
Something else	62	95	54	–

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	20	17		–
Asian or Asian American	35	41	39	–
Black or African American	58	41	55	–
Hispanic or Latino/a	50	38	44	–
Native Hawaiian or Pacific Islander				–
White	38	62	26	–
Multiracial	21	30	63	–
Something else	32	8	46	–
School is worthless and a waste of time[±]				
American Indian or Alaska Native	16	4		–
Asian or Asian American	7	9	15	–
Black or African American	36	29	21	–
Hispanic or Latino/a	25	20	12	–
Native Hawaiian or Pacific Islander				–
White	10	7	13	–
Multiracial	7	12	6	–
Something else	13	2	16	–
Current absenteeism (≥3 times)[¶]				
American Indian or Alaska Native	11	9		–
Asian or Asian American	11	9	20	–
Black or African American	7	45	14	–
Hispanic or Latino/a	16	21	27	–
Native Hawaiian or Pacific Islander				–
White	13	22	26	–
Multiracial	10	10	15	–
Something else	7	3	42	–

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	23	22		–
Asian or Asian American	23	21	21	–
Black or African American	18	70	16	–
Hispanic or Latino/a	37	41	38	–
Native Hawaiian or Pacific Islander				–
White	23	46	57	–
Multiracial	29	24	42	–
Something else	29	9	30	–
Caring adult relationships[‡]				
American Indian or Alaska Native	72	68		–
Asian or Asian American	63	60	67	–
Black or African American	63	57	58	–
Hispanic or Latino/a	57	65	65	–
Native Hawaiian or Pacific Islander				–
White	81	69	70	–
Multiracial	74	69	54	–
Something else	68	56	57	–
High expectations[‡]				
American Indian or Alaska Native	80	77		–
Asian or Asian American	82	72	82	–
Black or African American	66	76	80	–
Hispanic or Latino/a	71	77	74	–
Native Hawaiian or Pacific Islander				–
White	89	87	76	–
Multiracial	90	75	81	–
Something else	64	54	67	–

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	35	51		–
Asian or Asian American	31	28	21	–
Black or African American	15	42	19	–
Hispanic or Latino/a	24	20	21	–
Native Hawaiian or Pacific Islander				–
White	43	15	23	–
Multiracial	25	23	25	–
Something else	17	31	32	–
Facilities upkeep$^{\sigma}$				
American Indian or Alaska Native	42	83		–
Asian or Asian American	42	46	61	–
Black or African American	34	77	53	–
Hispanic or Latino/a	31	65	67	–
Native Hawaiian or Pacific Islander				–
White	62	69	47	–
Multiracial	68	64	55	–
Something else	25	91	33	–
Promotion of parental involvement in school†				
American Indian or Alaska Native	70	82		–
Asian or Asian American	59	50	74	–
Black or African American	43	46	55	–
Hispanic or Latino/a	55	63	51	–
Native Hawaiian or Pacific Islander				–
White	76	46	67	–
Multiracial	65	59	29	–
Something else	60	71	38	–

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	67	77		–
Asian or Asian American	79	71	69	–
Black or African American	51	69	52	–
Hispanic or Latino/a	60	46	72	–
Native Hawaiian or Pacific Islander				–
White	72	69	64	–
Multiracial	71	61	62	–
Something else	71	88	73	–
Experienced harassment due to five reasons[λ§]				
American Indian or Alaska Native	25	27		–
Asian or Asian American	28	25	14	–
Black or African American	28	49	23	–
Hispanic or Latino/a	31	13	10	–
Native Hawaiian or Pacific Islander				–
White	17	7	15	–
Multiracial	16	18	9	–
Something else	19	5	21	–
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	25	37		–
Asian or Asian American	36	26	17	–
Black or African American	38	60	40	–
Hispanic or Latino/a	36	21	19	–
Native Hawaiian or Pacific Islander				–
White	22	10	19	–
Multiracial	27	63	18	–
Something else	20	5	22	–

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

Table 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	33	19		–
Asian or Asian American	31	32	11	–
Black or African American	21	36	43	–
Hispanic or Latino/a	37	17	31	–
Native Hawaiian or Pacific Islander				–
White	35	18	21	–
Multiracial	31	24	24	–
Something else	25	7	16	–
Been afraid of being beaten up[§]				
American Indian or Alaska Native	5	0		–
Asian or Asian American	18	12	10	–
Black or African American	18	5	7	–
Hispanic or Latino/a	16	10	4	–
Native Hawaiian or Pacific Islander				–
White	12	19	9	–
Multiracial	25	5	19	–
Something else	37	5	1	–
Been in a physical fight[§]				
American Indian or Alaska Native	9	4		–
Asian or Asian American	5	2	0	–
Black or African American	31	40	24	–
Hispanic or Latino/a	15	5	13	–
Native Hawaiian or Pacific Islander				–
White	8	5	6	–
Multiracial	16	3	7	–
Something else	9	4	0	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§]				
American Indian or Alaska Native	10	0		–
Asian or Asian American	3	3	5	–
Black or African American	7	0	11	–
Hispanic or Latino/a	10	5	17	–
Native Hawaiian or Pacific Islander				–
White	4	10	10	–
Multiracial	13	3	9	–
Something else	11	2	7	–

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	30	19		–
Asian or Asian American	17	21	11	–
Black or African American	14	39	35	–
Hispanic or Latino/a	30	26	21	–
Native Hawaiian or Pacific Islander				–
White	22	13	25	–
Multiracial	20	13	16	–
Something else	22	6	18	–

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	0	0		–
Asian or Asian American	4	1	1	–
Black or African American	5	0	0	–
Hispanic or Latino/a	8	9	9	–
Native Hawaiian or Pacific Islander				–
White	1	2	13	–
Multiracial	0	2	21	–
Something else	4	3	10	–
Current tobacco use¶				
American Indian or Alaska Native	2	0		–
Asian or Asian American	0	1	0	–
Black or African American	2	0	0	–
Hispanic or Latino/a	4	2	1	–
Native Hawaiian or Pacific Islander				–
White	0	16	11	–
Multiracial	0	0	6	–
Something else	1	2	0	–
Current marijuana use¶				
American Indian or Alaska Native	0	0		–
Asian or Asian American	4	1	0	–
Black or African American	2	0	0	–
Hispanic or Latino/a	6	7	8	–
Native Hawaiian or Pacific Islander				–
White	0	2	11	–
Multiracial	0	0	6	–
Something else	3	2	2	–

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	0	0		–
Asian or Asian American	4	1	0	–
Black or African American	0	0	0	–
Hispanic or Latino/a	4	2	1	–
Native Hawaiian or Pacific Islander				–
White	1	1	2	–
Multiracial	0	0	5	–
Something else	2	2	0	–
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native	0	0		–
Asian or Asian American	4	1	0	–
Black or African American	2	0	27	–
Hispanic or Latino/a	3	2	7	–
Native Hawaiian or Pacific Islander				–
White	1	1	12	–
Multiracial	0	0	37	–
Something else	0	2	10	–
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native	0	0		–
Asian or Asian American	4	1	0	–
Black or African American	0	0	0	–
Hispanic or Latino/a	2	9	8	–
Native Hawaiian or Pacific Islander				–
White	1	1	10	–
Multiracial	0	0	7	–
Something else	1	2	13	–

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

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
American Indian or Alaska Native	0	0		–
Asian or Asian American	4	1	1	–
Black or African American	2	0	0	–
Hispanic or Latino/a	4	3	6	–
Native Hawaiian or Pacific Islander				–
White	1	2	3	–
Multiracial	0	2	17	–
Something else	1	3	8	–
Current alcohol use at school¶				
American Indian or Alaska Native	1	5		–
Asian or Asian American	4	0	0	–
Black or African American	5	0	0	–
Hispanic or Latino/a	2	2	0	–
Native Hawaiian or Pacific Islander				–
White	1	0	1	–
Multiracial	2	0	6	–
Something else	0	0	0	–
Current cigarette smoking¶				
American Indian or Alaska Native	1	0		–
Asian or Asian American	0	0	0	–
Black or African American	2	0	0	–
Hispanic or Latino/a	3	0	0	–
Native Hawaiian or Pacific Islander				–
White	0	0	0	–
Multiracial	0	0	5	–
Something else	1	2	0	–

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current use of vape products¶				
American Indian or Alaska Native	2	0		–
Asian or Asian American	0	1	0	–
Black or African American	2	0	0	–
Hispanic or Latino/a	8	8	1	–
Native Hawaiian or Pacific Islander				–
White	0	18	11	–
Multiracial	0	2	9	–
Something else	1	2	0	–
Current tobacco vaping¶				
American Indian or Alaska Native	1	0		–
Asian or Asian American	0	1	0	–
Black or African American	0	0	0	–
Hispanic or Latino/a	4	2	1	–
Native Hawaiian or Pacific Islander				–
White	0	16	11	–
Multiracial	0	0	6	–
Something else	0	2	0	–
Current marijuana vaping¶				
American Indian or Alaska Native	0	0		–
Asian or Asian American	0	1	0	–
Black or African American	0	0	0	–
Hispanic or Latino/a	6	6	1	–
Native Hawaiian or Pacific Islander				–
White	0	2	11	–
Multiracial	0	0	8	–
Something else	0	2	0	–

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	47	87		–
Asian or Asian American	72	70	42	–
Black or African American	66	39	75	–
Hispanic or Latino/a	62	42	50	–
Native Hawaiian or Pacific Islander				–
White	58	67	38	–
Multiracial	48	81	29	–
Something else	78	92	76	–
Bedtime (at 12 am or later)				
American Indian or Alaska Native	17	0		–
Asian or Asian American	4	17	26	–
Black or African American	8	50	18	–
Hispanic or Latino/a	24	11	22	–
Native Hawaiian or Pacific Islander				–
White	9	12	49	–
Multiracial	17	11	52	–
Something else	4	4	9	–

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

Table A12.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latino/a	48		58	–
Native Hawaiian or Pacific Islander				–
White				–
Multiracial				–
Something else				–
Synchronous instruction (4 days or more)[ǁ]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latino/a	75		0	–
Native Hawaiian or Pacific Islander				–
White				–
Multiracial				–
Something else				–
Interest in schoolwork done from home[σ]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latino/a	49		60	–
Native Hawaiian or Pacific Islander				–
White				–
Multiracial				–
Something else				–

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

[¶] *Past 30 days.*

[ǁ] *Past 7 days.*

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

Table A12.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities[θ]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latino/a	68		45	–
Native Hawaiian or Pacific Islander				–
White				–
Multiracial				–
Something else				–

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

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

Table A12.7

Social and Emotional Health by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native	23	2		–
Asian or Asian American	14	17	21	–
Black or African American	16	29	20	–
Hispanic or Latino/a	22	32	14	–
Native Hawaiian or Pacific Islander				–
White	20	18	36	–
Multiracial	34	16	32	–
Something else	18	6	15	–
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	19	5		–
Asian or Asian American	12	17	12	–
Black or African American	17	38	19	–
Hispanic or Latino/a	27	37	30	–
Native Hawaiian or Pacific Islander				–
White	14	28	52	–
Multiracial	48	24	39	–
Something else	23	3	14	–
Considered suicide[§]				
American Indian or Alaska Native	11	9		–
Asian or Asian American	11	3	3	–
Black or African American	12	5	0	–
Hispanic or Latino/a	14	7	2	–
Native Hawaiian or Pacific Islander				–
White	6	6	3	–
Multiracial	3	1	17	–
Something else	3	4	9	–

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	67	55		–
Asian or Asian American	72	64	52	–
Black or African American	39	59	48	–
Hispanic or Latino/a	49	55	35	–
Native Hawaiian or Pacific Islander				–
White	71	36	26	–
Multiracial	48	66	49	–
Something else	51	36	37	–
Life satisfaction∓				
American Indian or Alaska Native	78	77		–
Asian or Asian American	77	77	54	–
Black or African American	60	45	57	–
Hispanic or Latino/a	66	63	60	–
Native Hawaiian or Pacific Islander				–
White	80	51	55	–
Multiracial	84	76	37	–
Something else	82	71	76	–

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	107.1	112.1		–
Asian or Asian American	109.7	108.7	100.2	–
Black or African American	106.7	98.5	99.2	–
Hispanic or Latino/a	103.7	99.2	102.3	–
Native Hawaiian or Pacific Islander				–
White	108.2	100.5	98.1	–
Multiracial	104.1	109.1	91.0	–
Something else	106.5	111.0	109.0	–

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

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

13. Gender Breakdowns

Table A13.1
School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Male	66	54	52	–
Female	58	53	46	–
Nonbinary	31			–
Something else				–
School Connectedness[†ψ] ***(Remote Only)***				
Male				–
Female	46		55	–
Nonbinary				–
Something else				–
Academic Motivation[†]				
Male	67	63	60	–
Female	74	72	70	–
Nonbinary	54			–
Something else				–
School is really boring[±]				
Male	50	55	45	–
Female	31	34	32	–
Nonbinary	90			–
Something else				–
School is worthless and a waste of time[±]				
Male	16	22	14	–
Female	11	6	11	–
Nonbinary	65			–
Something else				–

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

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥3 times)¶				
Male	13	20	33	–
Female	14	17	18	–
Nonbinary	36			–
Something else				–
Trouble focusing on schoolwork$^{\sigma}$				
Male	30	31	46	–
Female	24	44	33	–
Nonbinary	43			–
Something else				–
Caring adult relationships‡				
Male	67	71	62	–
Female	66	59	70	–
Nonbinary	53			–
Something else				–
High expectations‡				
Male	79	82	69	–
Female	80	75	83	–
Nonbinary	75			–
Something else				–
Meaningful participation‡				
Male	28	25	23	–
Female	35	15	22	–
Nonbinary	8			–
Something else				–

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	45	61	61	–
Female	42	63	59	–
Nonbinary	68			–
Something else				–
Promotion of parental involvement in school[†]				
Male	62	57	56	–
Female	63	55	61	–
Nonbinary	49			–
Something else				–

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

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

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

Table A13.2
School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Male	67	54	73	–
Female	71	65	63	–
Nonbinary	4			–
Something else				–
Experienced harassment due to five reasons[λ§]				
Male	19	11	8	–
Female	26	15	16	–
Nonbinary	97			–
Something else				–
Experienced any harassment or bullying[§]				
Male	23	18	16	–
Female	34	22	21	–
Nonbinary	98			–
Something else				–
Had mean rumors or lies spread about you[§]				
Male	29	15	19	–
Female	39	25	29	–
Nonbinary	43			–
Something else				–
Been afraid of being beaten up[§]				
Male	16	9	4	–
Female	15	15	10	–
Nonbinary	93			–
Something else				–

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

Table A13.2
School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
Male	16	5	9	–
Female	5	3	9	–
Nonbinary	2			–
Something else				–
Seen a weapon on campus[§]				
Male	7	5	15	–
Female	6	6	9	–
Nonbinary	9			–
Something else				–

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	12	24	12	–
Female	34	17	29	–
Nonbinary	38			–
Something else				–

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	3	6	–
Female	2	7	12	–
Nonbinary	56			–
Something else				–
Current tobacco use¶				
Male	1	2	1	–
Female	1	9	7	–
Nonbinary	4			–
Something else				–
Current marijuana use¶				
Male	2	1	5	–
Female	0	7	10	–
Nonbinary	55			–
Something else				–
Current binge drinking¶				
Male	2	2	1	–
Female	1	1	1	–
Nonbinary	55			–
Something else				–
Very drunk or "high" 7 or more times, ever				
Male	2	1	5	–
Female	0	1	13	–
Nonbinary	57			–
Something else				–
Been drunk or "high" on drugs at school, ever				
Male	3	2	5	–
Female	1	8	10	–
Nonbinary	0			–
Something else				–

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

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
Male	3	2	6	–
Female	1	2	4	–
Nonbinary	1			–
Something else				–
Current alcohol use at school¶				
Male	3	1	0	–
Female	1	1	1	–
Nonbinary	1			–
Something else				–
Current cigarette smoking¶				
Male	0	0	0	–
Female	0	0	1	–
Nonbinary	0			–
Something else				–
Current use of vape products¶				
Male	1	3	1	–
Female	2	15	7	–
Nonbinary	57			–
Something else				–
Current tobacco vaping¶				
Male	0	2	1	–
Female	1	9	7	–
Nonbinary	4			–
Something else				–
Current marijuana vaping¶				
Male	0	1	1	–
Female	1	6	7	–
Nonbinary	53			–
Something else				–

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	68	58	54	–
Female	60	56	36	–
Nonbinary	5			–
Something else				–
Bedtime (at 12 am or later)				
Male	14	10	31	–
Female	12	14	31	–
Nonbinary	71			–
Something else				–

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				–
Female	34		77	–
Nonbinary				–
Something else				–
Synchronous instruction (4 days or more)[ǀ]				
Male				–
Female	55		0	–
Nonbinary				–
Something else				–
Interest in schoolwork done from home[σ]				
Male				–
Female	32		71	–
Nonbinary				–
Something else				–
Meaningful opportunities[θ]				
Male				–
Female	31		58	–
Nonbinary				–
Something else				–

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

[¶] *Past 30 days.*

[ǀ] *Past 7 days.*

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

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

Table A13.7

Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Male	11	14	11	–
Female	26	33	34	–
Nonbinary	72			–
Something else				–
Experienced chronic sadness/hopelessness§				
Male	11	13	29	–
Female	28	45	38	–
Nonbinary	39			–
Something else				–
Considered suicide§				
Male	5	5	2	–
Female	12	6	5	–
Nonbinary	32			–
Something else				–
Optimism‡				
Male	65	48	40	–
Female	58	54	33	–
Nonbinary	7			–
Something else				–
Life satisfaction∓				
Male	74	66	67	–
Female	74	59	46	–
Nonbinary	43			–
Something else				–

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

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

§ *Past 12 months.*

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

Table A13.7
Social and Emotional Health by Gender – Continued

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Male	109.2	106.1	107.2	–
Female	105.1	97.7	93.7	–
Nonbinary	77.0			–
Something else				–

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

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

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	42	46	44	–
High school graduate	65	57	60	–
Some college	40	46	54	–
College degree	72	63	53	–
Don't know	56	50	35	–
School Connectedness[†ψ] ***(Remote Only)***				
Less than high school				–
High school graduate				–
Some college				–
College degree				–
Don't know				–
Academic Motivation[†]				
Less than high school	66	63	77	–
High school graduate	75	70	61	–
Some college	66	62	69	–
College degree	75	70	54	–
Don't know	64	68	62	–
School is really boring[±]				
Less than high school	46	56	26	–
High school graduate	48	66	60	–
Some college	56	42	25	–
College degree	37	35	43	–
Don't know	42	30	37	–

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	24	12	5	–
High school graduate	22	5	21	–
Some college	11	14	3	–
College degree	11	11	19	–
Don't know	19	23	18	–
Current absenteeism (≥3 times)[¶]				
Less than high school	7	27	10	–
High school graduate	25	23	21	–
Some college	17	18	17	–
College degree	13	8	42	–
Don't know	11	20	45	–
Trouble focusing on schoolwork[σ]				
Less than high school	29	37	36	–
High school graduate	21	40	31	–
Some college	30	25	37	–
College degree	28	21	60	–
Don't know	33	51	41	–
Caring adult relationships[‡]				
Less than high school	54	45	75	–
High school graduate	62	73	66	–
Some college	58	46	77	–
College degree	77	69	59	–
Don't know	61	68	50	–

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	65	56	81	–
High school graduate	79	88	78	–
Some college	70	65	88	–
College degree	87	75	63	–
Don't know	76	83	70	–
Meaningful participation[‡]				
Less than high school	19	18	27	–
High school graduate	34	15	22	–
Some college	14	20	22	–
College degree	44	27	20	–
Don't know	21	21	22	–
Facilities upkeep[σ]				
Less than high school	27	54	69	–
High school graduate	46	57	72	–
Some college	32	61	68	–
College degree	52	58	54	–
Don't know	40	73	42	–
Promotion of parental involvement in school[†]				
Less than high school	58	43	62	–
High school graduate	69	44	59	–
Some college	46	44	75	–
College degree	68	55	49	–
Don't know	56	74	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	41	52	65	–
High school graduate	76	62	81	–
Some college	61	62	72	–
College degree	75	72	56	–
Don't know	61	49	73	–
Experienced harassment due to five reasons[λ§]				
Less than high school	10	16	15	–
High school graduate	11	10	9	–
Some college	36	23	9	–
College degree	23	20	14	–
Don't know	33	8	10	–
Experienced any harassment or bullying[§]				
Less than high school	17	19	25	–
High school graduate	16	12	17	–
Some college	39	29	12	–
College degree	30	32	21	–
Don't know	38	17	12	–
Had mean rumors or lies spread about you[§]				
Less than high school	22	27	23	–
High school graduate	41	15	28	–
Some college	36	34	16	–
College degree	33	29	25	–
Don't know	34	11	21	–

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	19	10	7	–
High school graduate	10	12	4	–
Some college	22	14	6	–
College degree	17	20	12	–
Don't know	16	3	5	–
Been in a physical fight[§]				
Less than high school	11	10	16	–
High school graduate	12	5	4	–
Some college	11	7	8	–
College degree	8	2	4	–
Don't know	13	2	7	–
Seen a weapon on campus[§]				
Less than high school	16	5	5	–
High school graduate	7	8	23	–
Some college	7	8	5	–
College degree	6	6	11	–
Don't know	6	3	4	–

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	19	25	21	–
High school graduate	15	12	16	–
Some college	49	26	24	–
College degree	20	21	20	–
Don't know	25	23	18	–

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	3	6	2	–
High school graduate	2	3	13	–
Some college	4	11	18	–
College degree	4	1	10	–
Don't know	9	8	2	–
Current tobacco use¶				
Less than high school	0	6	1	–
High school graduate	2	16	1	–
Some college	1	8	15	–
College degree	0	1	2	–
Don't know	5	0	2	–
Current marijuana use¶				
Less than high school	0	3	1	–
High school graduate	1	0	12	–
Some college	1	9	15	–
College degree	2	1	5	–
Don't know	9	8	2	–
Current binge drinking¶				
Less than high school	0	4	0	–
High school graduate	0	1	1	–
Some college	1	7	1	–
College degree	3	1	2	–
Don't know	4	0	2	–

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	0	3	2	–
High school graduate	0	0	11	–
Some college	0	7	14	–
College degree	3	1	15	–
Don't know	4	0	0	–
Been drunk or "high" on drugs at school, ever				
Less than high school	3	8	2	–
High school graduate	1	1	6	–
Some college	3	10	14	–
College degree	3	1	12	–
Don't know	0	8	2	–
Current alcohol use¶				
Less than high school	2	5	2	–
High school graduate	1	2	8	–
Some college	3	8	5	–
College degree	3	1	7	–
Don't know	4	0	2	–
Current alcohol use at school¶				
Less than high school	3	1	1	–
High school graduate	1	2	0	–
Some college	2	3	0	–
College degree	3	0	0	–
Don't know	1	0	2	–

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	0	0	0	–
High school graduate	1	0	0	–
Some college	0	0	0	–
College degree	0	0	0	–
Don't know	4	0	1	–
Current use of vape products¶				
Less than high school	1	6	1	–
High school graduate	1	17	1	–
Some college	3	8	14	–
College degree	1	2	3	–
Don't know	10	8	2	–
Current tobacco vaping¶				
Less than high school	0	6	1	–
High school graduate	1	16	1	–
Some college	1	8	14	–
College degree	0	1	2	–
Don't know	5	0	2	–
Current marijuana vaping¶				
Less than high school	0	2	1	–
High school graduate	1	0	1	–
Some college	1	7	14	–
College degree	0	1	3	–
Don't know	9	8	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	66	60	52	–
High school graduate	62	57	45	–
Some college	45	56	40	–
College degree	69	64	48	–
Don’t know	57	52	40	–
Bedtime (at 12 am or later)				
Less than high school	22	26	30	–
High school graduate	20	8	20	–
Some college	19	23	31	–
College degree	7	19	45	–
Don’t know	20	5	33	–

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

[1] *Today.*

Table A14.6

Remote Schooling by Parental Education ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Less than high school				–
High school graduate				–
Some college				–
College degree				–
Don't know				–
Synchronous instruction (4 days or more)[‖]				
Less than high school				–
High school graduate				–
Some college				–
College degree				–
Don't know				–
Interest in schoolwork done from home[σ]				
Less than high school				–
High school graduate				–
Some college				–
College degree				–
Don't know				–
Meaningful opportunities[θ]				
Less than high school				–
High school graduate				–
Some college				–
College degree				–
Don't know				–

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

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

Table A14.7

Social and Emotional Health by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Less than high school	8	24	23	–
High school graduate	19	16	14	–
Some college	34	27	41	–
College degree	20	20	24	–
Don't know	19	31	9	–
Experienced chronic sadness/hopelessness§				
Less than high school	16	26	29	–
High school graduate	11	26	16	–
Some college	29	39	53	–
College degree	21	23	55	–
Don't know	24	34	13	–
Considered suicide§				
Less than high school	7	6	1	–
High school graduate	2	5	3	–
Some college	13	15	3	–
College degree	9	6	7	–
Don't know	14	3	6	–
Optimism‡				
Less than high school	52	43	41	–
High school graduate	65	35	42	–
Some college	52	36	33	–
College degree	70	65	31	–
Don't know	50	62	34	–

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

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

§Past 12 months.

Table A14.7

Social and Emotional Health by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction∓				
Less than high school	75	65	55	–
High school graduate	74	59	63	–
Some college	69	64	50	–
College degree	82	72	62	–
Don't know	66	59	49	–

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Indexõ				
Less than high school	109.2	102.7	99.9	–
High school graduate	107.8	102.6	103.8	–
Some college	100.6	102.4	93.1	–
College degree	109.1	106.5	100.6	–
Don't know	104.0	98.2	106.3	–

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	64	54	53	–
English learner	52	56	47	–
Don't know	57	52	31	–
School Connectedness[†ψ] ***(Remote Only)***				
Not English learner	49		68	–
English learner				–
Don't know				–
Academic Motivation[†]				
Not English learner	69	63	65	–
English learner	73	70	39	–
Don't know	74	81	71	–
School is really boring[±]				
Not English learner	41	50	35	–
English learner	56	53	56	–
Don't know	34	25	48	–
School is worthless and a waste of time[±]				
Not English learner	15	16	9	–
English learner	30	9	41	–
Don't know	12	7	18	–
Current absenteeism (≥3 times)[¶]				
Not English learner	14	22	18	–
English learner	17	18	51	–
Don't know	13	9	46	–

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	23	38	37	–
English learner	65	27	49	–
Don't know	31	36	49	–
Caring adult relationships[‡]				
Not English learner	66	65	70	–
English learner	69	59	40	–
Don't know	67	66	59	–
High expectations[‡]				
Not English learner	80	80	78	–
English learner	78	64	60	–
Don't know	80	76	71	–
Meaningful participation[‡]				
Not English learner	32	21	25	–
English learner	26	28	23	–
Don't know	29	19	12	–
Facilities upkeep[σ]				
Not English learner	42	64	65	–
English learner	47	46	62	–
Don't know	53	54	38	–
Promotion of parental involvement in school[†]				
Not English learner	61	53	58	–
English learner	66	57	43	–
Don't know	66	66	62	–

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	69	61	70	–
English learner	62	78	68	–
Don't know	70	48	68	–
Experienced harassment due to five reasons[λ§]				
Not English learner	24	14	12	–
English learner	41	36	2	–
Don't know	21	10	17	–
Experienced any harassment or bullying[§]				
Not English learner	29	19	20	–
English learner	48	42	3	–
Don't know	28	23	18	–
Had mean rumors or lies spread about you[§]				
Not English learner	36	20	26	–
English learner	32	40	12	–
Don't know	29	17	20	–
Been afraid of being beaten up[§]				
Not English learner	16	11	6	–
English learner	14	9	5	–
Don't know	14	17	8	–
Been in a physical fight[§]				
Not English learner	11	3	9	–
English learner	16	9	9	–
Don't know	6	7	7	–
Seen a weapon on campus[§]				
Not English learner	7	4	15	–
English learner	9	8	3	–
Don't know	6	10	3	–

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	21	23	21	–
English learner	39	17	10	–
Don't know	29	12	20	–

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

Table A15.4
Substance Use by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not English learner	5	2	12	–
English learner	12	2	5	–
Don't know	0	15	1	–
Current alcohol or drug use[¶]				
Not English learner	1	7	5	–
English learner	12	2	4	–
Don't know	1	2	1	–
Current marijuana use[¶]				
Not English learner	3	1	10	–
English learner	11	2	4	–
Don't know	0	13	1	–
Current binge drinking[¶]				
Not English learner	3	1	1	–
English learner	1	2	4	–
Don't know	0	2	0	–
Very drunk or "high" 7 or more times, ever				
Not English learner	3	1	7	–
English learner	1	0	32	–
Don't know	0	1	8	–

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	2	2	8	–
English learner	1	2	32	–
Don't know	0	13	1	–
Current alcohol use¶				
Not English learner	2	2	6	–
English learner	11	2	5	–
Don't know	0	3	1	–
Current alcohol use at school¶				
Not English learner	2	1	1	–
English learner	2	2	3	–
Don't know	1	4	0	–
Current cigarette smoking¶				
Not English learner	0	0	0	–
English learner	10	2	0	–
Don't know	0	0	0	–
Current use of vape products¶				
Not English learner	3	7	5	–
English learner	12	2	4	–
Don't know	2	14	1	–
Current tobacco vaping¶				
Not English learner	0	7	5	–
English learner	12	2	4	–
Don't know	0	2	1	–
Current marijuana vaping¶				
Not English learner	2	1	5	–
English learner	12	0	4	–
Don't know	0	12	0	–

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

¶*Past 30 days.*

Table A15.5

Health Routines by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Not English learner	61	60	53	–
English learner	78	69	73	–
Don't know	55	48	14	–
Bedtime (at 12 am or later)				
Not English learner	16	13	24	–
English learner	19	16	14	–
Don't know	10	11	58	–

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	31		69	–
English learner				–
Don't know				–
Synchronous instruction (4 days or more)[‖]				
Not English learner	58		0	–
English learner				–
Don't know				–
Interest in schoolwork done from home[σ]				
Not English learner	18		95	–
English learner				–
Don't know				–
Meaningful opportunities[θ]				
Not English learner	45		65	–
English learner				–
Don't know				–

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

[¶] *Past 30 days.*

[‖] *Past 7 days.*

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

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

Table A15.7

Social and Emotional Health by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Not English learner	20	20	21	–
English learner	23	8	14	–
Don't know	21	36	30	–
Experienced chronic sadness/hopelessness§				
Not English learner	20	22	30	–
English learner	37	10	46	–
Don't know	13	52	46	–
Considered suicide§				
Not English learner	9	6	3	–
English learner	24	3	2	–
Don't know	8	4	4	–
Optimism‡				
Not English learner	61	47	41	–
English learner	47	62	42	–
Don't know	63	62	20	–
Life satisfaction∓				
Not English learner	76	61	59	–
English learner	68	72	67	–
Don't know	65	68	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 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	107.2	103.2	101.1	–
English learner	104.0	109.1	103.1	–
Don't know	103.5	97.2	96.6	–

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.

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness†				
Not currently in English Learner Program	64	54	53	–
Less than 7 years (EL)	41	52	54	–
7 years or more (LTEL)	63		35	–
School Connectedness†ψ ***(Remote Only)***				
Not currently in English Learner Program	49		68	–
Less than 7 years (EL)				–
7 years or more (LTEL)				–
Academic Motivation†				
Not currently in English Learner Program	69	63	65	–
Less than 7 years (EL)	71	72	62	–
7 years or more (LTEL)	76		22	–
School is really boring±				
Not currently in English Learner Program	41	50	35	–
Less than 7 years (EL)	54	62	42	–
7 years or more (LTEL)	57		66	–
School is worthless and a waste of time±				
Not currently in English Learner Program	15	16	9	–
Less than 7 years (EL)	29	9	15	–
7 years or more (LTEL)	32		61	–
Current absenteeism (≥3 times)¶				
Not currently in English Learner Program	14	22	18	–
Less than 7 years (EL)	2	20	26	–
7 years or more (LTEL)	41		69	–

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	23	38	37	–
Less than 7 years (EL)	70	22	27	–
7 years or more (LTEL)	58		65	–
Caring adult relationships[‡]				
Not currently in English Learner Program	66	65	70	–
Less than 7 years (EL)	65	50	64	–
7 years or more (LTEL)	74		22	–
High expectations[‡]				
Not currently in English Learner Program	80	80	78	–
Less than 7 years (EL)	71	59	76	–
7 years or more (LTEL)	88		48	–
Meaningful participation[‡]				
Not currently in English Learner Program	32	21	25	–
Less than 7 years (EL)	20	33	52	–
7 years or more (LTEL)	37		3	–
Facilities upkeep[σ]				
Not currently in English Learner Program	42	64	65	–
Less than 7 years (EL)	26	45	71	–
7 years or more (LTEL)	69		46	–
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	61	53	58	–
Less than 7 years (EL)	58	51	56	–
7 years or more (LTEL)	79		34	–

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	69	61	70	–
Less than 7 years (EL)	40	75	83	–
7 years or more (LTEL)	83		44	–
Experienced harassment due to five reasons[λ§]				
Not currently in English Learner Program	24	14	12	–
Less than 7 years (EL)	54	46	4	–
7 years or more (LTEL)	21		0	–
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	29	19	20	–
Less than 7 years (EL)	56	46	7	–
7 years or more (LTEL)	36		0	–
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	36	20	26	–
Less than 7 years (EL)	43	38	10	–
7 years or more (LTEL)	15		13	–
Been afraid of being beaten up[§]				
Not currently in English Learner Program	16	11	6	–
Less than 7 years (EL)	9	10	2	–
7 years or more (LTEL)	18		10	–
Been in a physical fight[§]				
Not currently in English Learner Program	11	3	9	–
Less than 7 years (EL)	25	11	5	–
7 years or more (LTEL)	7			–
Seen a weapon on campus[§]				
Not currently in English Learner Program	7	4	15	–
Less than 7 years (EL)	16	10	5	–
7 years or more (LTEL)	2		0	–

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not currently in English Learner Program	21	23	21	–
Less than 7 years (EL)	48	10	16	–
7 years or more (LTEL)	25		6	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	5	2	12	–
Less than 7 years (EL)	19	2	2	–
7 years or more (LTEL)	0		7	–
Current tobacco use[¶]				
Not currently in English Learner Program	1	7	5	–
Less than 7 years (EL)	19	2	0	–
7 years or more (LTEL)	2		7	–
Current marijuana use[¶]				
Not currently in English Learner Program	3	1	10	–
Less than 7 years (EL)	19	2	0	–
7 years or more (LTEL)	0		7	–
Current binge drinking[¶]				
Not currently in English Learner Program	3	1	1	–
Less than 7 years (EL)	1	2	0	–
7 years or more (LTEL)	0		7	–
Very drunk or "high" 7 or more times, ever				
Not currently in English Learner Program	3	1	7	–
Less than 7 years (EL)	1	0	0	–
7 years or more (LTEL)	0		54	–

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	2	2	8	–
Less than 7 years (EL)	2	2	0	–
7 years or more (LTEL)	0		54	–
Current alcohol use¶				
Not currently in English Learner Program	2	2	6	–
Less than 7 years (EL)	19	2	2	–
7 years or more (LTEL)	0		7	–
Current alcohol use at school¶				
Not currently in English Learner Program	2	1	1	–
Less than 7 years (EL)	3	2	4	–
7 years or more (LTEL)	0		0	–
Current cigarette smoking¶				
Not currently in English Learner Program	0	0	0	–
Less than 7 years (EL)	17	2	0	–
7 years or more (LTEL)	0		0	–
Current use of vape products¶				
Not currently in English Learner Program	3	7	5	–
Less than 7 years (EL)	19	2	0	–
7 years or more (LTEL)	2		7	–
Current tobacco vaping¶				
Not currently in English Learner Program	0	7	5	–
Less than 7 years (EL)	19	2	0	–
7 years or more (LTEL)	2		7	–
Current marijuana vaping¶				
Not currently in English Learner Program	2	1	5	–
Less than 7 years (EL)	19	0	0	–
7 years or more (LTEL)	0		7	–

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	61	60	53	–
Less than 7 years (EL)	86	71	70	–
7 years or more (LTEL)	68		76	–
Bedtime (at 12 am or later)				
Not currently in English Learner Program	16	13	24	–
Less than 7 years (EL)	25	14	17	–
7 years or more (LTEL)	11		11	–

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	31		69	–
Less than 7 years (EL)				–
7 years or more (LTEL)				–
Synchronous instruction (4 days or more)[ǁ]				
Not currently in English Learner Program	58		0	–
Less than 7 years (EL)				–
7 years or more (LTEL)				–
Interest in schoolwork done from home[σ]				
Not currently in English Learner Program	18		95	–
Less than 7 years (EL)				–
7 years or more (LTEL)				–
Meaningful opportunities[θ]				
Not currently in English Learner Program	45		65	–
Less than 7 years (EL)				–
7 years or more (LTEL)				–

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

[¶] *Past 30 days.*

[ǁ] *Past 7 days.*

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

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

Table A16.7

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Not currently in English Learner Program	20	20	21	–
Less than 7 years (EL)	20	10	13	–
7 years or more (LTEL)	26		15	–
Experienced chronic sadness/hopelessness§				
Not currently in English Learner Program	20	22	30	–
Less than 7 years (EL)	48	12	13	–
7 years or more (LTEL)	21		66	–
Considered suicide§				
Not currently in English Learner Program	9	6	3	–
Less than 7 years (EL)	36	3	5	–
7 years or more (LTEL)	6		0	–
Optimism‡				
Not currently in English Learner Program	61	47	41	–
Less than 7 years (EL)	32	64	59	–
7 years or more (LTEL)	70		32	–
Life satisfaction∓				
Not currently in English Learner Program	76	61	59	–
Less than 7 years (EL)	63	65	72	–
7 years or more (LTEL)	76		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	107.2	103.2	101.1	–
Less than 7 years (EL)	101.4	106.6	106.6	–
7 years or more (LTEL)	107.8		101.0	–

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

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

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	63	55	53	–
IEP	61	53	46	–
Don't know	55	53	37	–
Prefer not to say	64	30	35	–
School Connectedness[†ψ] ***(Remote Only)***				
No IEP	50		65	–
IEP				–
Don't know	86			–
Prefer not to say				–
Academic Motivation[†]				
No IEP	71	71	68	–
IEP	65	61	60	–
Don't know	70	62	54	–
Prefer not to say	77	54	66	–
School is really boring[±]				
No IEP	44	47	39	–
IEP	25	43	46	–
Don't know	44	38	33	–
Prefer not to say	26	42	33	–
School is worthless and a waste of time[±]				
No IEP	16	10	12	–
IEP	15	7	8	–
Don't know	16	23	19	–
Prefer not to say	7	13	13	–

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	15	15	22	–
IEP	3	20	14	–
Don't know	13	26	54	–
Prefer not to say	6	17	6	–
Trouble focusing on schoolwork$^{\sigma}$				
No IEP	22	29	32	–
IEP	38	48	61	–
Don't know	56	56	61	–
Prefer not to say	61	22	19	–
Caring adult relationships‡				
No IEP	65	67	71	–
IEP	74	59	58	–
Don't know	66	64	48	–
Prefer not to say	76	45	68	–
High expectations‡				
No IEP	80	78	81	–
IEP	85	66	73	–
Don't know	74	82	58	–
Prefer not to say	90	48	71	–
Meaningful participation‡				
No IEP	31	22	23	–
IEP	35	18	28	–
Don't know	24	17	14	–
Prefer not to say	56	13	53	–

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	47	58	66	–
IEP	38	46	49	–
Don't know	34	77	37	–
Prefer not to say	50	19	56	–
Promotion of parental involvement in school[†]				
No IEP	61	50	63	–
IEP	62	42	45	–
Don't know	65	72	48	–
Prefer not to say	75	44	22	–

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

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

[†] Average percent of respondents reporting "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	71	64	71	–
IEP	73	43	61	–
Don't know	50	55	67	–
Prefer not to say	68	47	53	–
Experienced harassment due to five reasons[λ§]				
No IEP	22	14	14	–
IEP	37	25	18	–
Don't know	39	11	2	–
Prefer not to say	20	22	16	–
Experienced any harassment or bullying[§]				
No IEP	28	16	21	–
IEP	41	35	21	–
Don't know	43	27	6	–
Prefer not to say	25	22	16	–
Had mean rumors or lies spread about you[§]				
No IEP	31	19	23	–
IEP	28	46	48	–
Don't know	57	15	10	–
Prefer not to say	20	43	40	–
Been afraid of being beaten up[§]				
No IEP	15	12	6	–
IEP	19	20	14	–
Don't know	19	10	1	–
Prefer not to say	19	8	17	–

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

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

[§]Past 12 months.

Table A17.2

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
No IEP	10	3	9	–
IEP	6	16	13	–
Don't know	13	3	4	–
Prefer not to say	18	3	14	–
Seen a weapon on campus[§]				
No IEP	6	5	15	–
IEP	7	20	9	–
Don't know	9	3	3	–
Prefer not to say	13	6	17	–

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	21	15	20	–
IEP	24	31	42	–
Don't know	39	30	4	–
Prefer not to say	25	50	47	–

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	3	4	–
IEP	1	8	28	–
Don't know	9	11	18	–
Prefer not to say	4	0	6	–
Current tobacco use¶				
No IEP	1	8	2	–
IEP	1	4	2	–
Don't know	9	2	16	–
Prefer not to say	10	0	0	–
Current marijuana use¶				
No IEP	3	1	2	–
IEP	0	4	26	–
Don't know	9	11	16	–
Prefer not to say	4	0	0	–
Current binge drinking¶				
No IEP	3	1	1	–
IEP	0	3	2	–
Don't know	0	2	1	–
Prefer not to say	4	0	0	–
Very drunk or "high" 7 or more times, ever				
No IEP	3	1	2	–
IEP	0	3	24	–
Don't know	1	2	27	–
Prefer not to say	4	0	13	–
Been drunk or "high" on drugs at school, ever				
No IEP	2	2	2	–
IEP	0	6	12	–
Don't know	0	11	27	–
Prefer not to say	4	2	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	2	3	–
IEP	0	4	17	–
Don't know	9	2	3	–
Prefer not to say	4	0	6	–
Current alcohol use at school¶				
No IEP	2	1	0	–
IEP	1	1	3	–
Don't know	1	0	2	–
Prefer not to say	4	0	0	–
Current cigarette smoking¶				
No IEP	0	0	0	–
IEP	0	0	2	–
Don't know	8	0	0	–
Prefer not to say	0	0	0	–
Current use of vape products¶				
No IEP	3	8	2	–
IEP	1	8	3	–
Don't know	9	12	16	–
Prefer not to say	10	0	0	–
Current tobacco vaping¶				
No IEP	0	8	1	–
IEP	1	4	2	–
Don't know	8	2	16	–
Prefer not to say	10	0	0	–
Current marijuana vaping¶				
No IEP	2	1	1	–
IEP	0	4	3	–
Don't know	9	11	15	–
Prefer not to say	4	0	0	–

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

¶*Past 30 days.*

Table A17.5

Health Routines by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
No IEP	64	61	48	–
IEP	49	54	45	–
Don’t know	62	50	31	–
Prefer not to say	46	23	81	–
Bedtime (at 12 am or later)				
No IEP	15	15	27	–
IEP	19	19	30	–
Don’t know	16	5	51	–
Prefer not to say	12	34	13	–

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	39		60	–
IEP				–
Don't know	91			–
Prefer not to say				–
Synchronous instruction (4 days or more)[ǀ]				
No IEP	71		0	–
IEP				–
Don't know	90			–
Prefer not to say				–
Interest in schoolwork done from home[σ]				
No IEP	24		74	–
IEP				–
Don't know	87			–
Prefer not to say				–
Meaningful opportunities[θ]				
No IEP	56		56	–
IEP				–
Don't know	83			–
Prefer not to say				–

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

[¶]*Past 30 days.*

[ǀ]*Past 7 days.*

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

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

Table A17.7

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
No IEP	17	24	22	–
IEP	30	25	21	–
Don't know	32	22	28	–
Prefer not to say	19	41	21	–
Experienced chronic sadness/hopelessness§				
No IEP	15	33	30	–
IEP	54	32	24	–
Don't know	37	19	58	–
Prefer not to say	26	50	43	–
Considered suicide§				
No IEP	7	6	3	–
IEP	10	20	7	–
Don't know	27	4	2	–
Prefer not to say	17	0	7	–
Optimism‡				
No IEP	63	48	42	–
IEP	59	41	36	–
Don't know	44	62	12	–
Prefer not to say	74	28	30	–
Life satisfaction∓				
No IEP	75	69	60	–
IEP	83	59	44	–
Don't know	63	52	53	–
Prefer not to say	74	45	38	–

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	107.6	103.1	101.2	–
IEP	105.2	101.4	96.2	–
Don't know	99.9	100.1	100.2	–
Prefer not to say	108.5	93.8	97.7	–

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.

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	63	55	50	–
Foster home				–
Homeless				–
Other living arrangement	40	46	48	–
School Connectedness[†ψ] ***(Remote Only)***				
Home with one or more parent or guardian	60	55	72	–
Foster home				–
Homeless				–
Other living arrangement				–
Academic Motivation[†]				
Home with one or more parent or guardian	71	71	64	–
Foster home				–
Homeless				–
Other living arrangement	57	39	71	–
School is really boring[±]				
Home with one or more parent or guardian	42	44	40	–
Foster home				–
Homeless				–
Other living arrangement	48	51	28	–
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	16	9	12	–
Foster home				–
Homeless				–
Other living arrangement	23	46	16	–

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

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	13	15	28	–
Foster home				–
Homeless				–
Other living arrangement	25	47	4	–
Trouble focusing on schoolwork$^{\sigma}$				
Home with one or more parent or guardian	28	28	42	–
Foster home				–
Homeless				–
Other living arrangement	52	87	10	–
Caring adult relationships‡				
Home with one or more parent or guardian	67	65	65	–
Foster home				–
Homeless				–
Other living arrangement	56	64	72	–
High expectations‡				
Home with one or more parent or guardian	80	75	74	–
Foster home				–
Homeless				–
Other living arrangement	65	93	94	–
Meaningful participation‡				
Home with one or more parent or guardian	31	22	22	–
Foster home				–
Homeless				–
Other living arrangement	27	4	25	–

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	44	55	60	–
Foster home				–
Homeless				–
Other living arrangement	45	92	67	–
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	63	53	59	–
Foster home				–
Homeless				–
Other living arrangement	50	73	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 A18.2
School Safety by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Home with one or more parent or guardian	70	62	69	–
Foster home				–
Homeless				–
Other living arrangement	44	47	60	–
Experienced harassment due to five reasons[λ§]				
Home with one or more parent or guardian	25	15	10	–
Foster home				–
Homeless				–
Other living arrangement	30	6	31	–
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	31	23	17	–
Foster home				–
Homeless				–
Other living arrangement	34	6	33	–
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	35	23	22	–
Foster home				–
Homeless				–
Other living arrangement	40	4	48	–
Been afraid of being beaten up[§]				
Home with one or more parent or guardian	16	14	6	–
Foster home				–
Homeless				–
Other living arrangement	19	3	15	–

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	10	5	9	–
Foster home				–
Homeless				–
Other living arrangement	19	1	16	–
Seen a weapon on campus[§]				
Home with one or more parent or guardian	6	6	13	–
Foster home				–
Homeless				–
Other living arrangement	14	1	12	–

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	24	17	19	–
Foster home				–
Homeless				–
Other living arrangement	33	47	32	–

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	6	10	–
Foster home				–
Homeless				–
Other living arrangement	13	1	4	–
Current tobacco use¶				
Home with one or more parent or guardian	2	7	4	–
Foster home				–
Homeless				–
Other living arrangement	8	1	1	–
Current marijuana use¶				
Home with one or more parent or guardian	4	5	8	–
Foster home				–
Homeless				–
Other living arrangement	2	0	3	–
Current binge drinking¶				
Home with one or more parent or guardian	3	2	1	–
Foster home				–
Homeless				–
Other living arrangement	4	0	0	–
Very drunk or "high" 7 or more times, ever				
Home with one or more parent or guardian	2	1	8	–
Foster home				–
Homeless				–
Other living arrangement	6	1	22	–
Been drunk or "high" on drugs at school, ever				
Home with one or more parent or guardian	2	6	8	–
Foster home				–
Homeless				–
Other living arrangement	6	1	3	–

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

Table A18.4
Substance Use by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
Home with one or more parent or guardian	3	2	5	–
Foster home				–
Homeless				–
Other living arrangement	6	1	2	–
Current alcohol use at school¶				
Home with one or more parent or guardian	2	1	1	–
Foster home				–
Homeless				–
Other living arrangement	8	0	0	–
Current cigarette smoking¶				
Home with one or more parent or guardian	1	0	0	–
Foster home				–
Homeless				–
Other living arrangement	4	0	0	–
Current use of vape products¶				
Home with one or more parent or guardian	4	10	4	–
Foster home				–
Homeless				–
Other living arrangement	5	0	1	–
Current tobacco vaping¶				
Home with one or more parent or guardian	2	7	4	–
Foster home				–
Homeless				–
Other living arrangement	3	0	1	–
Current marijuana vaping¶				
Home with one or more parent or guardian	3	4	4	–
Foster home				–
Homeless				–
Other living arrangement	3	0	1	–

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	63	61	47	–
Foster home				–
Homeless				–
Other living arrangement	45	42	30	–
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	15	14	29	–
Foster home				–
Homeless				–
Other living arrangement	24	5	54	–

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	47	33	47	–
Foster home				–
Homeless				–
Other living arrangement				–
Synchronous instruction (4 days or more)[ǁ]				
Home with one or more parent or guardian	68	12	0	–
Foster home				–
Homeless				–
Other living arrangement				–
Interest in schoolwork done from home[σ]				
Home with one or more parent or guardian	37	85	87	–
Foster home				–
Homeless				–
Other living arrangement				–
Meaningful opportunities[θ]				
Home with one or more parent or guardian	55	75	61	–
Foster home				–
Homeless				–
Other living arrangement				–

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

[¶]*Past 30 days.*

[ǁ]*Past 7 days.*

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

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

Table A18.7

Social and Emotional Health by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Home with one or more parent or guardian	20	24	20	–
Foster home				–
Homeless				–
Other living arrangement	27	24	47	–
Experienced chronic sadness/hopelessness§				
Home with one or more parent or guardian	21	34	34	–
Foster home				–
Homeless				–
Other living arrangement	32	8	36	–
Considered suicide§				
Home with one or more parent or guardian	10	6	4	–
Foster home				–
Homeless				–
Other living arrangement	25	5	4	–
Optimism‡				
Home with one or more parent or guardian	61	49	38	–
Foster home				–
Homeless				–
Other living arrangement	42	57	17	–
Life satisfaction∓				
Home with one or more parent or guardian	75	68	61	–
Foster home				–
Homeless				–
Other living arrangement	51	28	12	–

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

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

§Past 12 months.

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

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

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Home with one or more parent or guardian	106.8	103.0	102.5	–
Foster home				–
Homeless				–
Other living arrangement	98.3	94.7	78.4	–

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

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

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1

Student Sample for AOD Indicators

	Grade 7	Grade 9	Grade 11	NT[A]
Number of districts	1	1	1	–
Number of schools	7	3	3	–
Number of students	329	239	240	–

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

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	0	0	–	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	na	0	4	–	B.I.3.5
Driving under the influence experiences	15	2	2	–	B.I.3.6
Consequences of AOD Consumption					
Caused one or more problems	na	1	7	–	B.I.4.2
Caused one or more dependency-related experiences	na	0	7	–	B.I.4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	51	47	–	B.I.5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	66	48	66	–	B.I.7.1
Trying marijuana once or twice	63	45	47	–	B.I.7.1
Using marijuana once a month or more	69	47	62	–	B.I.7.1

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

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	100	100	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Tranquilizers or sedatives				
0 times	na	100	100	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Appetite suppressants				
0 times	na	98	99	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	1	1	–
Ritalin or Adderall or other prescription stimulant				
0 times	na	100	100	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–

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

Table B.I.3.2
Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	88	71	75	–
10 years or under	2	26	2	–
11-12 years old	8	0	1	–
13-14 years old	0	2	19	–
15-16 years old	0	0	2	–
17 years or older	2	1	1	–
Marijuana (smoke, vape, eat, or drink)				
Never	92	97	91	–
10 years or under	0	0	1	–
11-12 years old	6	1	4	–
13-14 years old	0	1	2	–
15-16 years old	0	0	2	–
17 years or older	2	1	1	–
Any other illegal drug or pill to get "high"				
Never	98	99	99	–
10 years or under	0	0	0	–
11-12 years old	0	0	0	–
13-14 years old	0	0	0	–
15-16 years old	0	0	0	–
17 years or older	1	1	1	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	93	98	95	–
10 years or under	0	0	4	–
11-12 years old	5	0	1	–
13-14 years old	0	0	0	–
15-16 years old	0	0	0	–
17 years or older	2	1	0	–
A vape product such as an e-cigarette, vape pen, or mod				
Never	88	72	91	–
10 years or under	2	0	1	–
11-12 years old	8	25	5	–
13-14 years old	0	1	2	–
15-16 years old	0	0	0	–
17 years or older	2	1	1	–

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

Table B.I.3.4
Usual Alcohol Consumption Level

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	93	99	78	–
Just enough to feel it a little	7	1	17	–
Enough to feel it moderately	0	0	4	–
Until I feel it a lot or get really drunk	0	0	0	–

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

Table B.I.3.5
Usual Drug Consumption Level

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	99	93	–
Just enough to feel a little high	na	1	1	–
Enough to feel it moderately	na	0	1	–
Until I feel it a lot or get really high	na	0	4	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	98	98	–
1 time	na	0	1	–
2 times	na	0	0	–
3 to 6 times	na	1	0	–
7 or more times	na	0	1	–
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	85	na	na	na
1 time	3	na	na	na
2 times	4	na	na	na
3 to 6 times	5	na	na	na
7 or more times	3	na	na	na

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

4. Reasons for and Consequences of AOD Consumption

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	80	93	75	–
To experiment (try using)	5	1	15	–
To get high	1	0	2	–
To have a good time with friends	0	1	3	–
To fit in with a group you like	0	0	1	–
Because of boredom	0	1	15	–
To relax	6	0	6	–
To get away from problems	2	1	2	–
Because of anger or frustration	1	1	1	–
To get through the day	0	0	5	–
Because it made you feel better	0	1	5	–
To seek deeper insights and understanding	0	0	1	–
None of the above	10	32	6	–

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

Table B.I.4.2
Problems Caused by AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	98	75	–
I've used alcohol or drugs but never had any of these problems	na	1	22	–
Have problems with emotions, nerves, or mental health	na	0	6	–
Get into trouble or have problems with the police	na	0	1	–
Have money problems	na	0	0	–
Miss school	na	0	1	–
Have problems with schoolwork	na	0	1	–
Fight with others	na	0	0	–
Damage a friendship	na	0	0	–
Physically hurt or injure yourself	na	0	0	–
Have unwanted or unprotected sex	na	0	0	–
Forget what happened or pass out	na	0	1	–
Been suspended from school	na	0	1	–
One or more problems	na	1	7	–

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

Table B.I.4.3

Alcohol or Other Drug Use Caused Dependency-Related Experiences

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	99	90	–
I use alcohol or drugs but have not experienced any of these things	na	1	4	–
Found you had to increase how much you use to have the same effect as before	na	0	5	–
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	0	1	–
Used alcohol or drugs a lot more than you intended	na	0	5	–
Used alcohol or drugs when you were alone	na	0	5	–
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	0	0	–
You didn't feel OK unless you had something to drink or used a drug	na	0	5	–
Thought about reducing or stopping use	na	0	5	–
Told yourself you were not going to use but found yourself using anyway	na	0	5	–
Spoke with someone about reducing or stopping use	na	0	5	–
Attended counseling, a program, or group to help you reduce or stop use	na	0	1	–
One or more dependency-related experiences	na	0	7	–

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

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

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

na—Not asked of middle school students.

Table B.I.4.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	27	65	–
Likely	na	48	22	–
Not likely	na	2	4	–
Don't know	na	23	9	–

Question HS B.I.17: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B.I.5.1
Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	99	92	–
No, but I do use alcohol or other drugs	na	1	4	–
Yes, I have felt that I needed help	na	0	4	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	51	47	–
Likely	na	20	37	–
Not likely	na	3	6	–
Don’t know	na	26	9	–

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	66	70	36	–
Yes	34	30	64	–

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

6. Availability

Table B.I.6.1
Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	10	4	14	–
At parties	2	5	20	–
At concerts or other social events	2	1	2	–
At their own home	7	6	32	–
From adults at friends' homes	3	6	30	–
From friends or another teenager	9	6	36	–
Get adults to buy it for them	6	4	32	–
Buy it themselves from a store	2	2	2	–
At bars, clubs, or gambling casinos	0	1	1	–
Other	4	4	14	–
Don't know	82	92	59	–

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

Table B.I.6.2

Sources for Obtaining Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	10	3	20	–
At parties	2	3	6	–
At concerts or other social events	1	2	6	–
At their own home	5	3	7	–
From an adult acquaintance	4	3	31	–
From friends or another teenager	10	6	38	–
Buy it at a marijuana dispensary	2	1	15	–
At bars or clubs	0	2	1	–
Other	4	2	2	–
Don’t know	83	93	60	–

Question HS B.I.19/MS B.I.9: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)

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

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

7. Influences on ATOD Use

Table B.I.7.1
Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	25	21	28	–
Somewhat disapprove	9	31	6	–
Strongly disapprove	66	48	66	–
Trying marijuana once or twice				
Neither approve nor disapprove	26	48	47	–
Somewhat disapprove	11	7	6	–
Strongly disapprove	63	45	47	–
Using marijuana once a month or more regularly				
Neither approve nor disapprove	25	48	32	–
Somewhat disapprove	6	5	6	–
Strongly disapprove	69	47	62	–

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

Table B.I.7.2

Parent Disapproval of ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	80	56	91	–
Wrong	11	43	5	–
A little wrong	2	1	2	–
Not at all wrong	7	0	2	–
Smoke tobacco				
Very wrong	82	97	94	–
Wrong	10	2	3	–
A little wrong	2	1	1	–
Not at all wrong	6	0	2	–
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	79	97	95	–
Wrong	12	2	2	–
A little wrong	2	1	1	–
Not at all wrong	7	0	2	–
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	80	71	90	–
Wrong	12	2	7	–
A little wrong	1	26	1	–
Not at all wrong	7	0	3	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	89	73	96	–
Wrong	4	27	2	–
A little wrong	1	0	0	–
Not at all wrong	6	0	2	–

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

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

Table B.I.7.3
Peer Disapproval of ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	76	34	57	–
Wrong	13	37	22	–
A little wrong	3	27	18	–
Not at all wrong	8	1	3	–
Smoke tobacco				
Very wrong	82	51	74	–
Wrong	6	46	7	–
A little wrong	5	2	16	–
Not at all wrong	8	1	3	–
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	77	51	70	–
Wrong	9	45	6	–
A little wrong	5	3	18	–
Not at all wrong	9	2	7	–
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	80	51	68	–
Wrong	8	19	5	–
A little wrong	2	2	17	–
Not at all wrong	9	27	9	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	83	52	61	–
Wrong	6	45	20	–
A little wrong	3	2	17	–
Not at all wrong	8	1	2	–

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

Table B.I.7.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	36	24	28	–
Yes	64	76	72	–

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

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

Behavioral Health Module

Form B. Other Behavioral Health Factors

1. Student Sample

Table B.II.1.1

Student Sample on Other Behavioral Health Factors

	Grade 7	Grade 9	Grade 11	NT[A]
Number of districts	1	1	1	–
Number of schools	7	3	3	–
Number of students	351	247	212	–

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

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Behavioral Health Protective Factors					
Emotional safety at school[†]	42	33	40	–	B.II.3.2
School co-regulation supports[†]	44	31	51	–	B.II.3.3
Home adult co-regulation supports[†]	64	54	51	–	B.II.3.4
Peer co-regulation supports[†]	62	56	53	–	B.II.3.5
Resilience Assets					
Emotion regulation[â]	39	34	43	–	B.II.4.1
Student Wellness					
Responses to trauma[ĉ¶]	11	33	27	–	B.II.5.1
Potential Post-Traumatic Stress[¶]	13	54	33	–	B.II.5.2
Stress associated health symptoms[⁕]	14	33	25	–	B.II.5.3
Loneliness[ê]	25	58	47	–	B.II.5.4
Self-harm[§]	21	26	5	–	B.II.5.8
Fasting for 12 hours or more	25	77	39	–	B.II.5.7
Trouble sleeping (daily)	11	3	22	–	B.II.5.1
Mental Health Supports					
Wanted to get mental health services[§]	7	29	18	–	B.II.6.4
Received mental health services[§]	14	30	15	–	B.II.6.4
Barriers to receiving services (3 or more)	24	29	30	–	B.II.6.5

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

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

[â]*Average percent of respondents reporting the top two response categories ("Quite relaxed," "Extremely relaxed," "Frequently," "Almost always," "Quite calm," and "Extremely calm") across survey questions that comprise the scale..*

[ĉ]*Average percent of respondents reporting "2-3 times a week" or "Almost every day" across survey questions that comprise the scale.*

[¶]*Past 30 days.*

[⁕]*Past 2 weeks.*

[ê]*Average percent of respondents reporting "Sometimes" or "Often" across survey questions that comprise the scale.*

[§]*Past 12 months.*

3. Behavioral Health Protective Factors

Table B.II.3.1
Perceived Safety at Home and in Neighborhood

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How safe do you feel...				
at home or the place where you live?				
Very safe	46	58	61	–
Safe	49	38	26	–
Neither safe nor unsafe	4	2	13	–
Unsafe	0	0	1	–
Very unsafe	0	1	0	–
in the neighborhood where you live?				
Very safe	38	29	46	–
Safe	42	43	42	–
Neither safe nor unsafe	19	26	11	–
Unsafe	1	1	1	–
Very unsafe	0	2	1	–

Question HS/MS B.II.12, 13: How safe do you feel at home or the place where you live?... How safe do you feel in the neighborhood where you live?
Note: Cells are empty if there are less than 10 respondents.

Table B.II.3.2
Emotional Safety at School Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotional safety at school				
Average reporting "Pretty much true" or "Very much true"	42	33	40	–
At my school,...				
I feel socially accepted.				
Not at all true	16	6	8	–
A little true	40	58	50	–
Pretty much true	31	25	23	–
Very much true	14	11	18	–
I feel that I matter to others.				
Not at all true	12	54	14	–
A little true	49	16	48	–
Pretty much true	25	17	23	–
Very much true	14	12	15	–

Question HS/MS B.II.10,11: How true do you feel these statements are about your feelings at school? At my school,... I feel socially accepted... I feel that I matter to others.
Note: Cells are empty if there are less than 10 respondents.

Table B.II.3.3
School Co-Regulation Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School co-regulation supports				
Average reporting "Pretty much true" or "Very much true"	44	31	51	–
At my school, there is a teacher or other adult who...				
would understand my problems if I shared them.				
Not at all true	29	33	13	–
A little true	26	43	37	–
Pretty much true	32	18	26	–
Very much true	12	6	23	–
would be helpful to me if I came to school upset.				
Not at all true	31	38	23	–
A little true	23	18	28	–
Pretty much true	33	15	23	–
Very much true	13	29	25	–
makes me feel good about myself.				
Not at all true	28	36	20	–
A little true	30	39	29	–
Pretty much true	28	16	27	–
Very much true	14	9	24	–

Question HS/MS B.II.7-9: How true do you feel these statements are about a teacher or other adult at school? At my school, there is a teacher or other adult who... would understand my problems if I shared them... would be helpful to me if I came to school upset... makes me feel good about myself.
Note: Cells are empty if there are less than 10 respondents.

Table B.II.3.4
Home Adult Co-Regulation Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home adult co-regulation supports				
Average reporting "Pretty much true" or "Very much true"	64	54	51	–
In my home, there is a parent or some other adult who...				
talks with me about my problems.				
Not at all true	26	8	18	–
A little true	13	33	37	–
Pretty much true	32	40	24	–
Very much true	29	19	21	–
helps me when I am upset.				
Not at all true	15	6	19	–
A little true	20	32	33	–
Pretty much true	21	42	24	–
Very much true	43	20	24	–
makes me feel good about myself.				
Not at all true	9	6	16	–
A little true	24	54	24	–
Pretty much true	23	19	35	–
Very much true	44	21	25	–

Question HS/MS B.II.1-3: How true do you feel these statements are about your family? In my home, there is a parent or some other adult who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.
Note: Cells are empty if there are less than 10 respondents.

Table B.II.3.5
Peer Co-Regulation Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Peer co-regulation supports				
Average reporting "Pretty much true" or "Very much true"	62	56	53	–
I have a friend my age who...				
talks with me about my problems.				
Not at all true	21	31	19	–
A little true	27	17	29	–
Pretty much true	29	34	20	–
Very much true	23	17	31	–
helps me when I am upset.				
Not at all true	16	29	19	–
A little true	20	15	27	–
Pretty much true	27	36	22	–
Very much true	37	20	32	–
makes me feel good about myself.				
Not at all true	15	28	16	–
A little true	16	11	30	–
Pretty much true	30	39	23	–
Very much true	39	22	32	–

Question HS/MS B.II.4-6: How true do you feel these statements are about your friends? I have a friend my age who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.
Note: Cells are empty if there are less than 10 respondents.

4. Resilience Assets

Table B.II.4.1
Emotion Regulation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotion regulation				
Average reporting the top two response categories[â]	39	34	43	–
When everybody around you gets angry, how relaxed can you stay?				
Not relaxed at all	10	31	19	–
Slightly relaxed	31	36	31	–
Somewhat relaxed	26	16	20	–
Quite relaxed	27	12	20	–
Extremely relaxed	6	6	10	–
How often are you able to control your emotions when you need to?				
Almost never	8	3	5	–
Once in a while	14	5	5	–
Sometimes	25	34	25	–
Frequently	26	40	43	–
Almost always	26	19	23	–
When things go wrong for you, how calm are you able to remain?				
Not calm at all	6	3	7	–
Slightly calm	23	54	15	–
Somewhat calm	41	18	46	–
Quite calm	22	14	20	–
Extremely calm	8	10	14	–

Question HS/MS B.II.21-23: When everybody around you gets angry, how relaxed can you stay?... How often are you able to control your emotions when you need to?... When things go wrong for you, how calm are you able to remain?

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

[â] *The top two response categories include "Quite relaxed," "Extremely relaxed," "Frequently," "Almost always," "Quite calm," and "Extremely calm."*

5. Student Wellness

Table B.II.5.1
Responses to Trauma Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Responses to trauma				
Average reporting "2-3 times a week" or "Almost every day"	11	33	27	–
During the past 30 days,...				
I got upset easily or got into arguments or physical fights.				
Never	76	66	57	–
1-3 times a month	16	30	21	–
1-2 times a week	4	2	10	–
2-3 times a week	2	1	8	–
Almost every day	3	1	4	–
I had trouble concentrating or paying attention.				
Never	42	28	37	–
1-3 times a month	28	13	15	–
1-2 times a week	5	6	7	–
2-3 times a week	5	2	3	–
Almost every day	20	51	38	–
I had trouble feeling happiness or love.				
Never	71	42	57	–
1-3 times a month	19	5	17	–
1-2 times a week	2	25	3	–
2-3 times a week	4	25	16	–
Almost every day	4	3	6	–

Question HS/MS B.II.14-16: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love.
Note: Cells are empty if there are less than 10 respondents.

Table B.II.5.1

Responses to Trauma Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 30 days,...				
I felt alone even when I was around other people.				
Never	70	37	51	–
1-3 times a month	14	8	12	–
1-2 times a week	5	3	14	–
2-3 times a week	3	49	3	–
Almost every day	7	4	19	–
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.				
Never	66	31	47	–
1-3 times a month	14	36	11	–
1-2 times a week	4	3	7	–
2-3 times a week	5	27	13	–
Almost every day	11	3	22	–

Question HS/MS B.II.17, 18: These questions ask about how you felt or what you did in the past 30 days... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

Table B.II.5.2

Post-Traumatic Stress (PTS) Profile, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No PTS Symptoms	40	22	31	–
Minimal PTS Symptoms	36	20	19	–
Mild PTS Symptoms	12	5	17	–
Potential PTS	13	54	33	–

Question HS/MS B.II.14-18: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

PTS Profile categories are based on the UCLA Brief Screen for Child/Adolescent Trauma and PTSD.

Table B.II.5.3
Stress Associated Health Symptoms Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Stress associated health symptoms				
Average reporting "A lot" or "A whole lot"	14	33	25	–
In the last 2 weeks, how much were you bothered by the following physical problems?				
Stomachaches				
Not at all	48	30	40	–
A little	21	11	20	–
Some	20	52	12	–
A lot	7	3	13	–
A whole lot	4	3	15	–
Headaches				
Not at all	30	24	30	–
A little	35	13	20	–
Some	18	9	15	–
A lot	11	28	13	–
A whole lot	5	25	21	–
Pains in your lower back				
Not at all	52	50	38	–
A little	21	38	13	–
Some	10	5	13	–
A lot	5	3	20	–
A whole lot	12	4	16	–

Question HS/MS B.II.27-29: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Stomachaches... Headaches... Pains in your lower back.
Note: Cells are empty if there are less than 10 respondents.

Table B.II.5.3

Stress Associated Health Symptoms Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In the last 2 weeks, how much were you bothered by the following physical problems?				
Feeling faint or dizzy				
Not at all	55	40	48	–
A little	18	6	26	–
Some	10	3	9	–
A lot	4	49	6	–
A whole lot	14	2	11	–
Heart beating too fast (even when you are not exercising)				
Not at all	72	43	62	–
A little	15	4	21	–
Some	4	3	4	–
A lot	4	48	9	–
A whole lot	5	2	4	–

Question HS/MS B.II.30, 31: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Feeling faint or dizzy... Heart beating too fast (even when you are not exercising).

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

Table B.II.5.4
Loneliness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Loneliness				
Average reporting "Sometimes" or "Often"	25	58	47	–
How often do you feel lonely?				
Never	37	26	34	–
Rarely	31	14	14	–
Sometimes	13	9	29	–
Often	19	51	23	–
How often do you feel that you are no longer close to anyone?				
Never	57	33	41	–
Rarely	25	10	18	–
Sometimes	9	28	18	–
Often	9	29	23	–

Question HS/MS B.II.19, 20: How often do you feel lonely?... How often do you feel that you are no longer close to anyone?
Note: Cells are empty if there are less than 10 respondents.

Table B.II.5.5
Body Image

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very dissatisfied	9	29	25	–
Dissatisfied	20	9	25	–
Neither dissatisfied nor satisfied	40	38	25	–
Satisfied	17	14	18	–
Very satisfied	14	10	7	–

Question HS/MS B.II.24: Over the past 30 days, how satisfied have you been with your weight and shape?
Note: Cells are empty if there are less than 10 respondents.

Table B.II.5.6
Weight Management

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Which of the following are you trying to do about your weight?				
Lose weight	47	65	56	–
Gain weight	11	19	18	–
Stay the same weight	9	7	10	–
I am not trying to do anything about my weight	32	9	16	–

Question HS/MS B.II.25: Which of the following are you trying to do about your weight?
Note: Cells are empty if there are less than 10 respondents.

Table B.II.5.7
Disordered Eating Behavior

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:				
Exercise				
No	16	71	20	–
Yes	84	29	80	–
Eat less food, fewer calories, or foods low in fat				
No	23	16	26	–
Yes	77	84	74	–
Go without eating for 12 hours or more				
No	75	23	61	–
Yes	25	77	39	–
Take diet pills, powders, or liquids without a doctor's advice				
No	82	64	93	–
Yes	18	36	7	–
Vomit or take laxatives				
No	95	66	94	–
Yes	5	34	6	–

Question HS/MS B.II.25A-25E: During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 12 hours or more (also called fasting)... Take diet pills, powders, or liquids without a doctor's advice (do not include meal replacement products such as Ensure, Muscle Milk, or SlimFast)... Vomit or take laxatives.

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

Only respondents who selected "Lose weight" or "Stay the same weight" to question "Which of the following are you trying to do about your weight?" were asked to answer these questions.

Table B.II.5.8
Self-Harm, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	79	74	95	–
1 time	7	1	2	–
2 or 3 times	2	23	1	–
4 or 5 times	0	0	1	–
6 or more times	12	2	2	–

Question HS/MS B.II.26: During the past 12 months, how many times did you do something to purposely hurt yourself, such as cutting, scratching, or burning yourself?
Note: Cells are empty if there are less than 10 respondents.

6. Mental Health Supports

Table B.II.6.1

Availability of Mental Health Supports at School, Past Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	71	69	89	–
Yes	14	3	4	–
I don't know	15	28	6	–

Question HS/MS B.II.41: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to get help?

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
If you were feeling very sad, stressed, lonely, or depressed, would you...				
talk to a teacher or another adult from your school?	14	11	26	–
talk to your parents or someone else in your family?	50	52	44	–
get help from a counselor or therapist?	22	35	29	–
talk to your friends?	65	32	58	–
be afraid to get help?	19	8	14	–
not know what to do?	16	60	29	–

Question HS/MS B.II.37: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)

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

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

Table B.II.6.3

Mental Health Help-Seeking Attitude Toward Peers

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
If someone my age felt very sad, stressed, lonely, or depressed,...				
talking to an adult could help them feel better.				
Strongly disagree	13	7	12	–
Disagree	11	30	23	–
Agree	58	52	57	–
Strongly agree	18	11	8	–
kids at my school would be nice to them.				
Strongly disagree	22	32	11	–
Disagree	29	36	37	–
Agree	42	27	44	–
Strongly agree	6	5	8	–

Question HS/MS B.II.35, 36: If someone my age felt very sad, stressed, lonely, or depressed,... talking to an adult could help them feel better.... kids at my school would be nice to them.

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

Table B.II.6.4
Mental Health Services Usage, Past Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In the past year,...				
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?				
No	84	66	75	–
Yes	7	29	18	–
I don't know	9	5	6	–
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	75	40	64	–
No, I didn't get help when I needed it	11	29	21	–
Yes, I got help when I needed it	14	30	15	–
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]				
Nowhere	0	1	6	–
At school (in person, by phone, or online)	23	13	20	–
From a counselor or therapist not from my school (in person, by phone, or online)	83	85	78	–
Somewhere else	3	2	9	–
I don't know	1	0	0	–

Question HS/MS B.II.38-40: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents.
[#]*Total percentages may exceed 100% for "mark all that apply" items.*

Table B.II.6.5
Barriers to Using Mental Health Services

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I would not know where to go for help	36	10	22	–
There isn't anyone I can talk to	9	30	7	–
They wouldn't understand	13	56	21	–
People would think there's something wrong with me	9	29	7	–
My parents might find out	21	28	21	–
Other students might find out	9	3	9	–
I wouldn't have a way to pay for it	3	26	17	–
I wouldn't want to talk to a counselor or therapist	23	31	27	–
Other reasons	21	8	8	–
Does not apply, none of these things would stop you from talking to a counselor or therapist.	35	24	51	–
Three or more barriers	24	29	30	–

Question HS/MS B.II.42: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents.
Total percentages may exceed 100% for "mark all that apply" items.

Table B.II.6.6
School Promotion of Mental Health Awareness

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.				
Strongly disagree	14	34	9	–
Disagree	23	34	25	–
Agree	43	22	46	–
Strongly agree	19	9	19	–
People at my school talk openly about mental health.				
Strongly disagree	27	38	13	–
Disagree	46	40	41	–
Agree	24	15	38	–
Strongly agree	4	6	8	–
My school encourages students to take care of their mental health.				
Strongly disagree	12	8	9	–
Disagree	31	4	23	–
Agree	38	78	45	–
Strongly agree	19	10	22	–

Question HS/MS B.II.32-34: How strongly do you agree or disagree with the following statements?... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.
Note: Cells are empty if there are less than 10 respondents.

Appendix I

2023–24 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Brittan Elementary				
Browns Elementary				
East Nicolaus Joint Union High				
Franklin Elementary				
Live Oak Unified				
Marcum-Illinois Union Elementary				
Meridian Elementary				
Nuestro Elementary				
Pleasant Grove Joint Union				
Sutter County Office of Education				
Sutter Union High				
Winship-Robbins				
Yuba City Unified	94	65	55	

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 %
Brittan Elementary				
Browns Elementary	22			
East Nicolaus Joint Union High				
Franklin Elementary				
Live Oak Unified	43	85	85	
Marcum-Illinois Union Elementary				
Meridian Elementary				
Nuestro Elementary				
Pleasant Grove Joint Union	100			
Sutter County Office of Education				
Sutter Union High				
Winship-Robbins				
Yuba City Unified	3	8	3	

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

Appendix III

CHKS Content Overview, 2024-25

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

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

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

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

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

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

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

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

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

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

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

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

Youth in Foster Care

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

Unhoused Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[15] [16] For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth[17] are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and

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

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

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, ENGAGEMENT, AND SUPPORTS (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

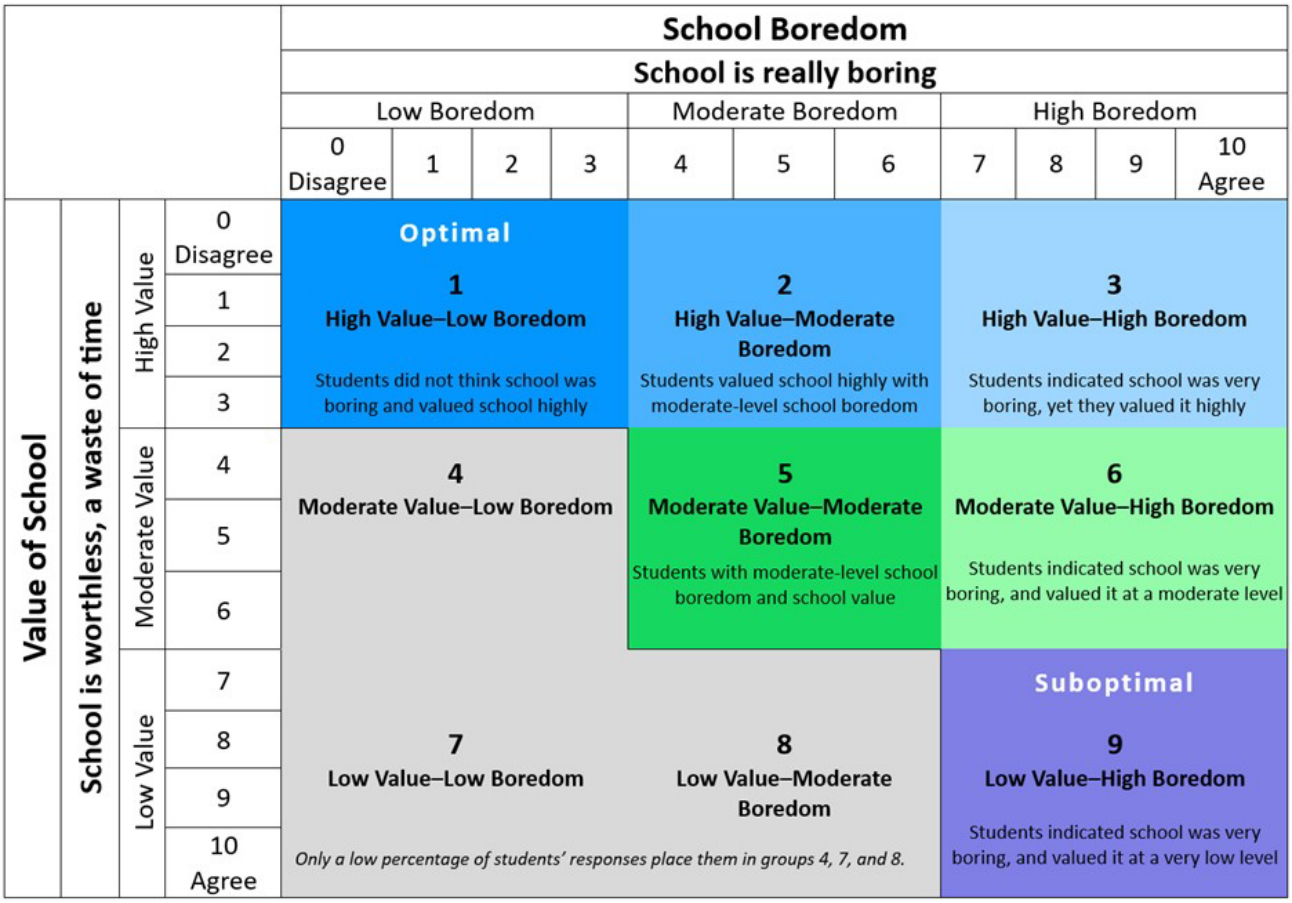
[19] Download data.calschls.org/resources/Biennial_State_1921.pdf

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

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

School Boredom – School Value

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



[20] Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology, 5*(1), 42–64. https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf

[21] Branstetter, R. (2021). What do kids mean when they say they're bored at school? Greater Good Magazine. https://greatergood.berkeley.edu/article/item/what_do_kids_mean_when_they_say_theyre_bored_at_school

[22] See D. Michael Furlong's RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile. Moreover, students with high school boredom and high school-value may be experiencing episodic or task-specific boredom, which requires different types of support than students who exhibit the suboptimal pattern. The percentage of students falling in each of these profile groups is presented in the CHKS report so that school personnel can monitor the boredom experiences of students to best address their academic and social-emotional needs.

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more days during the past 30 days) and what were the reasons for absences.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[23]

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in schoolwork, and being bored or uninterested in school, another good indicator of disengagement.[24]

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.[25] [26] [27] [28] [29] [30]

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive

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[23] Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence.* Download www.attendanceworks.org/portraits-of-change/

[24] Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

[25] Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

[26] Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

[27] Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

[28] Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

[29] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

[30] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

SOCIAL AND EMOTIONAL HEALTH (Section 7)

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

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

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

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