

CALIFORNIA HEALTHY KIDS SURVEY



Oakland Military Institute Secondary 2024-2025 Main Report

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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 2024-25 *California Healthy Kids Survey* (CHKS) for schools within this school. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

These surveys grew out of the California Department of Education’s (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org). The California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. The Appendix is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As summarized in the Appendix, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

- student grades, truancy, boredom at school, attendance, academic motivation, and school connectedness, as indicators of engagement;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- perceived school safety, bullying, and victimization; and
- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

The Core Module also assesses indicators of student well-being in general, including the scope and nature of substance use and mental health and wellness (chronic sadness, social and emotional distress, life satisfaction, and contemplation of suicide). These questions provide insight into important barriers to learning and development.

A wide range of demographic questions help districts identify differences among student groups and to better address the needs of significant and vulnerable students, including those required to be included in LCAP efforts. These include differences in the results related to race/ethnicity, gender, sexual orientation, and socioeconomic status; homeless and foster status; and English language proficiency.

Behavioral Health Module (Supplementary)

The Behavioral Health Module (BHM) is a multiform survey module that assesses secondary student well-being indicators (i.e., social isolation, body image and disordered eating, responses to trauma, stress-associated health conditions, and precursors to and consequences of substance use) and protective factors (i.e., home adult supports, peer supports, and school mental health supports). This module assesses almost all of the measures that were assessed on the 2022-23 Mental Health Supports Module, Student Trauma Module, and Alcohol and Other Drugs (AOD) Module—which have been discontinued. The BHM assesses more content while minimizing the survey length for individual students by using a multiform instrument. Students are randomly administered one of two BHM survey forms to reduce survey burden and collect representative data on more aspects of behavioral health. Because the BHM is administered to all schools participating in the Biennial State CHKS, statewide comparison data will be available for all BHM results.

School Climate Module (Supplementary)

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention, peer relationships, respect for diversity, and the quality of the physical environment (calschls.org/survey-administration/downloads).

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module

yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student’s participation was voluntary, anonymous, and confidential.

Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option by grade level. Percentages are rounded to the nearest whole number.

LCAP Subgroup Results

Summary tables provide key findings (e.g., safety, school connectedness, bullying and harassment, developmental supports) disaggregated by each of the LCAP subgroups (race/ethnic subgroups, socioeconomically disadvantaged students, English learners and long-term English learners, students with disabilities, students in foster care, and unhoused youth). Results are also disaggregated by gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by these and other factors (i.e., students who report different levels of caring relations with adults at school).

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may also purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at not only the district level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, sexual orientation, gender identity, and many other characteristics (LCAP subgroups, chronic sadness, caring relationships); and
- examine data trends over time overall and by different demographic groups.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent (see Table A1.1 and Appendix I for student response rates). One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ccsc.wested.org) website houses school climate resources and guides, and archived virtual events.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS technical advisor team. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified school and student needs and into developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Climate Report Cards, Mental Health Reports, and School Boredom Reports

In addition to this school-level report with all the survey results, three additional reports are available:

- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#slcr)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (calschls.org/reports-data/#slcr)
- A **School Boredom Report** that describes how much students value school and how bored they feel at school (calschls.org/reports-data/#slcr)

Disaggregated Reports

CalSCHLS staff can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity), or by other characteristics of youth, such as those who are low in academic motivation compared to those who are high. This can be valuable for identifying what subgroups need to be targeted with what resources and programs. Given the LCAP requirement that districts identify and address the needs of underserved subgroups, doing this would be a natural next step for addressing subgroup disparities.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (calschls.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5460) or email 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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Tom Herman
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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)	X
M. Safety & Violence Module	
N. School Climate Module (SCM)	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	61	88	83
Final number	30	80	58
Response Rate	49%	91%	70%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	30	80	58
Remote learning only	0	0	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness [†]	65	45	49	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)				A6.4
Academic motivation [†]	73	61	60	A6.4
School is really boring [±]	30	51	39	A6.11
School is worthless and a waste of time [±]	3	17	12	A6.11
Current absenteeism (≥3 times) [¶]	20	17	11	A6.2
Trouble focusing on schoolwork ^σ	23	42	39	A6.10
Caring adult relationships [‡]	61	48	48	A6.4
High expectations [‡]	72	60	68	A6.4
Meaningful participation [‡]	40	30	37	A6.4
Facilities upkeep ^σ	67	45	44	A6.15
Promotion of parental involvement in school [†]	73	49	58	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe	76	59	63	A8.1
Experienced any harassment or bullying [§]	43	48	39	A8.2
Had mean rumors or lies spread about you [§]	48	55	44	A8.3
Been afraid of being beaten up [§]	21	32	16	A8.3
Been in a physical fight [§]	24	25	23	A8.4
Seen a weapon on campus [§]	11	24	23	A8.6
Cyberbullying [§]	28	36	38	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.

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 7 or higher.

[¶]Past 30 days.

^σPercent 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 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use [¶]	7	9	9	A9.5
Current tobacco use [¶]	3	4	2	A10.8
Current marijuana use [¶]	3	4	5	A9.5
Current binge drinking [¶]	0	7	5	A9.5
Very drunk or “high” 7 or more times, ever	0	5	4	A9.7
Been drunk or “high” on drugs at school, ever	3	4	4	A9.9
Current cigarette smoking [¶]	3	3	0	A10.5
Current use of vape products [¶]	10	12	4	A10.6
Current tobacco vaping [¶]	0	4	2	A10.6
Current marijuana vaping [¶]	3	4	2	A10.6
Health Routines				
Eating of breakfast [‡]	67	52	37	A4.1
Bedtime (at 12 am or later)	10	5	14	A4.2
Remote Schooling				
Remote learning frequency (5 days per week) ^{¶δ}				A5.1
Synchronous instruction (4 days or more) ^{‡δ}				A5.1
Interest in schoolwork done from home ^{σδ}				A5.3
Meaningful opportunities ^{θδ}				A5.2

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[‡]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A2.3**Key Indicators of Student Well-Being**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Social and Emotional Health				
Social emotional distress [‡]	31	31	30	A7.5
Experienced chronic sadness/hopelessness [§]	38	39	36	A7.1
Considered suicide [§]	28	24	25	A7.2
Optimism [‡]	54	45	51	A7.3
Life satisfaction [⊖]	75	53	54	A7.4
	Grade 6	Grade 7	Grade 8	
California Student Wellness Index [∘]	103.9	97.4	99.2	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.

[∘]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.

NP-Not presented in an individual table.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	100	100	100
Remote Learning Model	0	0	0

Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?

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

In-School Model - Respondents selecting “I went to school in person at my school building for the entire day, Monday through Friday.”

Remote Learning Model - Respondents selecting “I participated in school from home for the entire day on most or all weekdays and did not go to school in person.”

Table A3.2

Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male	60	51	62
Female	40	49	36
Nonbinary	0	0	2
Something else	0	0	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 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	93	95	98
Yes, I am transgender	0	0	0
I am not sure if I am transgender	7	4	2
Decline to respond	0	1	0

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?

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

Table A3.4***Sexual Orientation***

	Grade 6 %	Grade 7 %	Grade 8 %
Heterosexual (straight)	70	85	89
Lesbian or Gay	0	0	0
Bisexual	17	8	9
Something else	0	0	0
Not sure	7	5	2
Decline to respond	7	3	0

Question HS/MS A.5: Which of the following best describes you?

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

Table A3.5***Race or Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	0	0	0
Asian or Asian American, non-Hispanic	14	8	14
Black or African American, non-Hispanic	10	9	26
Hispanic or Latino/a	69	64	52
Native Hawaiian or Pacific Islander, non-Hispanic	0	1	0
White, non-Hispanic	0	1	0
Multiracial, non-Hispanic	3	4	5
Something else, non-Hispanic	3	13	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 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	87	83	95
Other relative's home	0	3	2
A home with more than one family	0	6	2
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	1	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	13	6	2

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

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

Table A3.7***Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
Home with one or more parent or guardian	87	83	95
Foster home	0	0	0
Homeless	0	1	0
Other living arrangement	13	16	5

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

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

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

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

Table A3.8***Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	10	15	21
Graduated from high school	10	15	22
Attended college but did not complete four-year degree	0	5	14
Graduated from college	21	23	29
Don't know	59	43	14

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.9***Special Education Services***

	Grade 6 %	Grade 7 %	Grade 8 %
No	70	60	79
Yes	0	9	9
Don't know	20	30	12
Prefer not to say	10	1	0

Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?

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

Table A3.10***English Learner Program Designation***

	Grade 6 %	Grade 7 %	Grade 8 %
No	60	65	79
Yes	13	23	9
Don't know	27	12	12

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 6 %	Grade 7 %	Grade 8 %
Not currently in English Learner Program	82	74	90
Less than 7 years (EL)	14	21	8
7 years or more (LTEL)	5	6	2

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 6 %	Grade 7 %	Grade 8 %
English	23	32	47
Spanish	57	51	36
Mandarin	0	1	2
Cantonese	7	1	2
Taiwanese	0	0	0
Tagalog	0	0	0
Vietnamese	0	5	10
Korean	0	0	0
Arabic	3	6	0
Other	10	3	3

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 6 %	Grade 7 %	Grade 8 %
<i>How well do you...</i>			
understand English?			
Very well	70	69	71
Well	30	31	26
Not well	0	0	3
Not at all	0	0	0
speak English?			
Very well	70	58	55
Well	22	38	39
Not well	9	4	6
Not at all	0	0	0
read English?			
Very well	65	52	52
Well	35	37	42
Not well	0	12	6
Not at all	0	0	0
write English?			
Very well	48	60	42
Well	48	33	52
Not well	4	6	3
Not at all	0	2	3
<i>English Language Proficiency Status</i>			
Proficient	65	52	48
Not proficient	35	48	52

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 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	53	53	65
1 day	3	4	7
2 days	0	4	5
3 days	0	3	2
4 days	0	6	4
5 days	43	30	18

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 6 %	Grade 7 %	Grade 8 %
No	83	90	91
Yes	10	8	5
Don't know	7	3	3

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

4. Health Routines

Table A4.1

Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No	33	48	63
Yes	67	52	37

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 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	0	1	0
7:00-7:59 pm	0	3	5
8:00-8:59 pm	13	13	4
9:00-9:59 pm	33	39	23
10:00-10:59 pm	30	25	30
11:00-11:59 pm	13	14	25
12:00-12:59 am	3	1	4
After 1:00 am	7	4	11
<i>Bedtime at 12 am or later</i>	10	5	14

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 6 %	Grade 7 %	Grade 8 %
Time spent on learning and completing schoolwork from home on the average weekday			
Less than 1 hour			
Between 1 and 2 hours			
Between 2 and 3 hours			
Between 3 and 4 hours			
Between 4 and 5 hours			
More than 5 hours			
Number of days in the past week participating in an online class from home where your teacher talked to students			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			
Number of weekdays participating in school from home for the entire school day			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			

Question HS/MS A.20-22: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?.. On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Schooling (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Not at all true			
A little true			
Pretty much true			
Very much true			

Question HS/MS A.49: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Strongly disagree			
Disagree			
Neither disagree nor agree			
Agree			
Strongly agree			

Question HS/MS A.40: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1
Grades, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's	40	8	11
A's and B's	43	34	33
Mostly B's	0	4	11
B's and C's	10	36	33
Mostly C's	0	4	4
C's and D's	7	12	9
Mostly D's	0	0	0
Mostly F's	0	3	0

Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2
Absences, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	57	47	39
1 day	17	19	37
2 days	7	17	14
3 or more days	20	17	11

Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

Table A6.3***Reasons for Absence, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	53	53	46
Illness (feeling physically sick), including problems with breathing or your teeth	43	31	37
Were being bullied or mistreated at school	3	3	0
Felt very sad, hopeless, anxious, stressed, or angry	7	3	4
Didn't get enough sleep	3	11	7
Didn't feel safe at school or going to and from school	0	1	0
Had to take care of or help a family member or friend	0	4	9
Wanted to spend time with friends	0	0	0
Used alcohol or drugs	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	3	1	2
Were bored or uninterested in school	0	3	5
Had no transportation to school	0	4	9
Other reason	13	16	14

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 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	58	46	51	
Caring relationships-adults in school [‡]	61	48	48	A6.5
High expectations-adults in school [‡]	72	60	68	A6.6
Meaningful participation at school [‡]	40	30	37	A6.7
School connectedness [†]	65	45	49	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>				A6.8
Academic motivation [†]	73	61	60	A6.9
Promotion of parental involvement in school [†]	73	49	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 6 %	Grade 7 %	Grade 8 %
Caring relationships-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	48	48
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	14	13	20
A little true	34	34	27
Pretty much true	28	28	34
Very much true	24	25	20
<i>who notices when I’m not there.</i>			
Not at all true	14	20	27
A little true	34	36	27
Pretty much true	24	25	21
Very much true	28	20	25
<i>who listens to me when I have something to say.</i>			
Not at all true	10	28	19
A little true	13	24	35
Pretty much true	33	28	28
Very much true	43	20	18

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 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	60	68
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>			
Not at all true	10	12	16
A little true	20	28	21
Pretty much true	40	36	37
Very much true	30	24	26
<i>who always wants me to do my best.</i>			
Not at all true	7	7	5
A little true	17	29	19
Pretty much true	34	36	37
Very much true	41	29	39
<i>who believes that I will be a success.</i>			
Not at all true	7	12	14
A little true	23	32	21
Pretty much true	37	22	35
Very much true	33	34	30

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 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	40	30	37
At school/When I participate in school,...			
I do interesting activities.			
Not at all true	10	12	18
A little true	20	36	32
Pretty much true	37	34	38
Very much true	33	18	13
I help decide things like class activities or rules.			
Not at all true	37	43	39
A little true	30	30	30
Pretty much true	13	16	21
Very much true	20	11	11
I do things that make a difference.			
Not at all true	31	38	32
A little true	31	37	35
Pretty much true	21	16	21
Very much true	17	9	12
I have a say in how things work.			
Not at all true	29	41	39
A little true	32	37	25
Pretty much true	21	11	25
Very much true	18	12	11
I help decide school activities or rules.			
Not at all true	52	58	49
A little true	28	20	19
Pretty much true	14	14	18
Very much true	7	8	14

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 6 %	Grade 7 %	Grade 8 %
School connectedness			
<i>Average reporting “Agree” or “Strongly agree”</i>	65	45	49
School connectedness^ψ (<i>Remote Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>			
I feel close to people at/from this school.			
Strongly disagree	13	8	4
Disagree	7	6	5
Neither disagree nor agree	7	27	23
Agree	43	29	44
Strongly agree	30	30	25
I am happy with/to be at this school.			
Strongly disagree	10	12	9
Disagree	7	11	9
Neither disagree nor agree	13	34	39
Agree	37	26	21
Strongly agree	33	17	23
I feel like I am part of this school.			
Strongly disagree	14	12	7
Disagree	17	10	9
Neither disagree nor agree	14	36	43
Agree	31	33	23
Strongly agree	24	10	18

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.

^ψThe scale was based on four questions for remote respondents.

Table A6.8***School Connectedness Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	10	23	14
Disagree	13	19	11
Neither disagree nor agree	23	31	42
Agree	30	22	23
Strongly agree	23	4	11
I feel safe in my school.			
Strongly disagree	10	12	7
Disagree	7	9	9
Neither disagree nor agree	13	24	28
Agree	27	30	33
Strongly agree	43	25	23

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 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	73	61	60
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	3	3	2
Disagree	0	3	7
Neither disagree nor agree	13	24	18
Agree	37	39	44
Strongly agree	47	32	30
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	3	7	16
Disagree	10	17	12
Neither disagree nor agree	33	42	37
Agree	30	21	25
Strongly agree	23	13	11
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	3	3	7
Disagree	3	8	11
Neither disagree nor agree	23	22	20
Agree	37	45	41
Strongly agree	33	23	21
I am always trying to do better in my schoolwork.			
Strongly disagree	3	3	2
Disagree	3	0	9
Neither disagree nor agree	7	25	19
Agree	52	36	37
Strongly agree	34	37	33

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 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	47	13	9
Disagree	10	13	28
Neither disagree nor agree	20	32	25
Agree	10	25	18
Strongly agree	13	17	21

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 6 %	Grade 7 %	Grade 8 %
School boredom			
Low (0-3)	47	13	19
Moderate (4-6)	23	36	42
High (7-10)	30	51	39
Value of school			
High (0-3)	80	59	63
Moderate (4-6)	17	24	25
Low (7-10)	3	17	12

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

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

Table A6.12
School Boredom Profile Groups

Value of School	School Boredom	Grade 6 %	Grade 7 %	Grade 8 %
High Value	Low Boredom	47	13	18
	Moderate Boredom	20	25	30
	High Boredom	13	21	16
Moderate Value	Moderate Boredom	3	8	11
	High Boredom	13	16	12
Low Value	High Boredom	3	14	11

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

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

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

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

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

Table A6.13***Promotion of Parental Involvement Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	73	49	58
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	3	9	5
Disagree	7	9	9
Neither disagree nor agree	23	30	30
Agree	40	36	41
Strongly agree	27	16	14
Parents feel welcome to participate at this school.			
Strongly disagree	3	8	2
Disagree	0	1	5
Neither disagree nor agree	23	39	32
Agree	33	30	47
Strongly agree	40	21	14
School staff take parent concerns seriously.			
Strongly disagree	3	5	11
Disagree	7	7	7
Neither disagree nor agree	10	42	25
Agree	30	28	35
Strongly agree	50	18	23

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 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	21	29	28
A little true	28	31	23
Pretty much true	21	19	32
Very much true	31	21	18

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 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	3	8	11
Disagree	0	9	7
Neither disagree nor agree	30	38	39
Agree	40	34	33
Strongly agree	27	12	11

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 6 %	Grade 7 %	Grade 8 %
No	62	61	64
Yes	38	39	36

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 6 %	Grade 7 %	Grade 8 %
No	72	76	75
Yes	28	24	25

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 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	45	51
Each day I look forward to having a lot of fun.			
Not at all true	17	19	18
A little true	31	27	27
Pretty much true	21	39	32
Very much true	31	15	23
I usually expect to have a good day.			
Not at all true	14	28	23
A little true	34	31	27
Pretty much true	28	23	32
Very much true	24	18	18
Overall, I expect more good things to happen to me than bad things.			
Not at all true	17	27	27
A little true	24	31	25
Pretty much true	24	20	29
Very much true	34	22	20

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 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	75	53	54
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	7	8	7
Dissatisfied	11	4	0
A little dissatisfied	0	11	14
A little satisfied	4	15	21
Satisfied	26	26	25
Very satisfied	52	36	32
my friendships as...			
Very dissatisfied	4	6	4
Dissatisfied	7	7	0
A little dissatisfied	7	6	14
A little satisfied	7	18	14
Satisfied	22	34	30
Very satisfied	52	30	38
my school experience as...			
Very dissatisfied	7	18	11
Dissatisfied	11	11	7
A little dissatisfied	0	11	29
A little satisfied	4	24	22
Satisfied	30	20	20
Very satisfied	48	15	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 6 %	Grade 7 %	Grade 8 %
<i>I would describe my satisfaction with...</i>			
myself as...			
Very dissatisfied	19	21	11
Dissatisfied	4	7	7
A little dissatisfied	4	16	13
A little satisfied	12	12	18
Satisfied	8	16	24
Very satisfied	54	27	27
where I live as...			
Very dissatisfied	4	7	4
Dissatisfied	4	4	5
A little dissatisfied	8	8	16
A little satisfied	8	15	13
Satisfied	19	18	30
Very satisfied	58	47	32

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 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	31	30
I had a hard time relaxing.			
Not at all true	48	41	41
A little true	21	32	30
Pretty much true	14	8	18
Very much true	17	19	11
I felt sad and down.			
Not at all true	45	30	46
A little true	17	35	21
Pretty much true	14	15	20
Very much true	24	20	13
I was easily irritated.			
Not at all true	46	31	33
A little true	14	24	25
Pretty much true	11	15	15
Very much true	29	30	27
It was hard for me to cope and I thought I would panic.			
Not at all true	55	53	59
A little true	24	26	9
Pretty much true	7	8	14
Very much true	14	14	18
It was hard for me to get excited about anything.			
Not at all true	57	49	61
A little true	14	24	25
Pretty much true	14	12	4
Very much true	14	15	11

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 6 %	Grade 7 %	Grade 8 %
Very safe	38	24	18
Safe	38	36	46
Neither safe nor unsafe	10	30	26
Unsafe	14	7	5
Very unsafe	0	4	5

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 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	82	65	77
1 time	7	13	9
2 or more times	11	21	14
Religion			
0 times	82	79	93
1 time	7	15	5
2 or more times	11	7	2
Gender			
0 times	82	89	93
1 time	7	8	4
2 or more times	11	3	4
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	86	93	89
1 time	4	5	2
2 or more times	11	1	9
A physical or mental disability			
0 times	89	89	91
1 time	11	8	4
2 or more times	0	3	5
Any of the above five reasons	39	40	26
Any of the above five reasons (2 or more times)	29	32	19

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 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	93	77	86
1 time	4	13	7
2 or more times	4	9	7
Any other reason			
0 times	75	75	84
1 time	4	5	4
2 or more times	21	20	13
<i>Any harassment</i>	43	48	39

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 6 %	Grade 7 %	Grade 8 %
School violence victimization			
<i>Average reporting “1 or more times”</i>	34	41	33
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	55	64	74
1 time	21	16	7
2 to 3 times	17	13	5
4 or more times	7	7	14
been afraid of being beaten up?			
0 times	79	68	84
1 time	3	20	11
2 to 3 times	10	4	4
4 or more times	7	8	2
During the past 12 months, how many times have you...			
had mean rumors or lies spread about you?			
0 times	52	45	56
1 time	14	18	21
2 to 3 times	17	22	18
4 or more times	17	16	5
had sexual jokes, comments, or gestures made to you?			
0 times	69	62	66
1 time	0	14	11
2 to 3 times	17	8	7
4 or more times	14	16	16

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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
had your property stolen or deliberately damaged?			
0 times	90	68	75
1 time	0	14	11
2 to 3 times	3	8	7
4 or more times	7	10	7
been made fun of because of your looks or the way you talk?			
0 times	55	44	56
1 time	14	16	11
2 to 3 times	7	18	14
4 or more times	24	22	19
been made fun of, insulted, or called names?			
0 times	59	56	63
1 time	7	11	7
2 to 3 times	7	11	9
4 or more times	28	23	21
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)	72	64	63
1 time	10	15	21
2 to 3 times	7	13	13
4 or more times	10	8	4

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

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

Table A8.4

School Violence Perpetration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	7	16	12
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>			
0 times	76	75	77
1 time	7	12	4
2 to 3 times	14	8	14
4 or more times	3	5	5
<i>been offered, sold, or given an illegal drug?</i>			
0 times	97	84	84
1 time	0	10	5
2 to 3 times	0	4	2
4 or more times	3	3	9
<i>damaged school property on purpose?</i>			
0 times	100	88	91
1 time	0	8	4
2 to 3 times	0	3	2
4 or more times	0	1	4
<i>carried a gun?</i>			
0 times	97	92	95
1 time	0	3	0
2 to 3 times	3	3	4
4 or more times	0	3	2
<i>carried any other weapon (such as a knife or club)?</i>			
0 times	97	85	95
1 time	0	9	4
2 to 3 times	3	4	0
4 or more times	0	1	2

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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times	79	79	84
1 time	7	12	11
2 to 3 times	7	4	4
4 or more times	7	5	2
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	93	84	93
1 time	3	8	4
2 to 3 times	0	1	2
4 or more times	3	7	2

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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
seen someone carrying a gun, knife, or other weapon?			
0 times	89	76	77
1 time	0	9	9
2 to 3 times	7	9	9
4 or more times	4	5	5

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 6 %	Grade 7 %	Grade 8 %	Table
Lifetime alcohol or drug use	23	22	25	A9.2
Lifetime marijuana use	7	12	12	A9.2
Lifetime very drunk or high (7 or more times)	0	5	4	A9.7
Current alcohol or drug use [¶]	7	9	9	A9.5
Current marijuana use [¶]	3	4	5	A9.5
Current heavy drug use [¶]	0	3	7	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	7	5	A9.5
Current alcohol or drug use on school property [¶]	7	9	4	A9.8
Harmfulness of occasional marijuana use ^B	36	39	48	A9.10
Difficulty of obtaining marijuana ^C	54	18	16	A9.11

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 6 %	Grade 7 %	Grade 8 %
Alcohol	17	20	16
Marijuana	7	12	12
Inhalants	10	5	2
Any other drug, pill, or medicine to get “high”	0	5	5
<i>Any of the above AOD use</i>	23	22	25

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

Table A9.3***Lifetime AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	83	80	84
1 time	13	11	5
2 to 3 times	3	4	5
4 or more times	0	5	5
Marijuana (smoke, vape, eat, or drink)			
0 times	93	88	88
1 time	0	5	5
2 to 3 times	7	3	4
4 or more times	0	4	4
Inhalants			
0 times	90	95	98
1 time	10	3	0
2 to 3 times	0	0	2
4 or more times	0	3	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	100	95	95
1 time	0	0	4
2 to 3 times	0	4	2
4 or more times	0	1	0

Question HS A.68-70, 76/MS A.69-71, 73: 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)... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A9.4**Methods of Marijuana Consumption**

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>			
Smoke it?			
0 times	97	91	96
1 time	3	4	0
2 to 3 times	0	3	0
4 or more times	0	3	4
In a vaping device?			
0 times	97	88	88
1 time	0	7	5
2 to 3 times	3	3	4
4 or more times	0	3	4
Eat or drink it in products made with marijuana?			
0 times	97	95	96
1 time	0	1	2
2 to 3 times	3	1	2
4 or more times	0	3	0
<i>Ever used marijuana in all three ways</i>	0	5	2

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)	3	8	5
Binge drinking (5 or more drinks in a row)	0	7	5
Marijuana (smoke, vape, eat, or drink)	3	4	5
Inhalants	3	3	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	3	4
<i>Any drug use</i>	7	5	7
<i>Heavy drug use</i>	0	3	7
<i>Any AOD Use</i>	7	9	9

Question HS A.86-89, 91/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”)?... 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.

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

Table A9.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	97	92	95
1 or 2 days	3	5	5
3 to 9 days	0	3	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Binge drinking (5 or more drinks in a row)			
0 days	100	93	95
1 or 2 days	0	5	4
3 to 9 days	0	1	2
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	97	96	95
1 or 2 days	3	3	2
3 to 9 days	0	0	2
10 to 19 days	0	1	2
20 to 30 days	0	0	0

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

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

Table A9.7***Lifetime Drunk or “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	97	91	95
1 to 2 times	0	4	5
3 to 6 times	3	3	0
7 or more times	0	3	0
“High” (loaded, stoned, or wasted) from using drugs			
0 times	97	93	88
1 to 2 times	3	1	9
3 to 6 times	0	1	0
7 or more times	0	4	4
<i>Very drunk or “high” 7 or more times</i>	0	5	4

Question HS A.77, 78/MS A.74, 75: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A9.8***Current AOD Use on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	97	92	98
1 to 2 days	3	7	0
3 or more days	0	1	2
Marijuana (smoke, vape, eat, or drink)			
0 days	93	96	98
1 to 2 days	7	4	2
3 or more days	0	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 days	100	97	100
1 to 2 days	0	1	0
3 or more days	0	1	0
<i>Any of the above</i>	7	9	4

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 6 %	Grade 7 %	Grade 8 %
0 times	97	96	96
1 to 2 times	3	1	2
3 to 6 times	0	0	2
7 or more times	0	3	0

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

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

Table A9.10
Perceived Harm of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	32	36	40
Moderate	11	12	16
Slight	32	16	25
None	25	36	18
Alcohol - 5 or more drinks once or twice a week			
Great	36	39	51
Moderate	18	11	24
Slight	14	14	7
None	32	36	18
Marijuana - use occasionally			
Great	36	39	48
Moderate	18	13	24
Slight	14	9	7
None	32	39	20
Marijuana - use daily			
Great	46	48	70
Moderate	7	8	7
Slight	14	4	4
None	32	40	20

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 A9.11***Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	46	19	18
Fairly difficult	7	9	7
Fairly easy	11	11	25
Very easy	7	11	14
Don't know	29	51	37
Marijuana			
Very difficult	54	18	16
Fairly difficult	12	5	11
Fairly easy	0	8	14
Very easy	4	12	18
Don't know	31	57	42
Prescription drugs to get “high” or for reasons other than prescribed			
Very difficult	54	25	19
Fairly difficult	4	5	12
Fairly easy	7	5	16
Very easy	7	9	11
Don't know	29	55	42

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 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	0	5	0	A10.2
Current cigarette smoking [¶]	3	3	0	A10.5
Current cigarette smoking at school [¶]	0	1	0	A10.9
Ever tried smokeless tobacco	0	8	4	A10.2
Current smokeless tobacco use [¶]	0	3	0	A10.5
Current smokeless tobacco use at school [¶]	0	0	0	A10.9
Ever used vape products	13	21	23	A10.2
Current use of vape products [¶]	10	12	4	A10.5
Current tobacco vaping [¶]	0	4	2	A10.6
Current marijuana vaping [¶]	3	4	2	A10.6
Current vaping at school [¶]	3	9	5	A10.9
Lifetime tobacco use	3	17	16	A10.2
Current tobacco use [¶]	3	4	2	A10.8
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^B	31	31	36	A10.14
Harmfulness of smoking 1 or more packs/day ^B	46	41	59	A10.14
Harmfulness of vaping occasionally ^B	39	33	49	A10.15
Harmfulness of vaping several times a day ^B	43	45	71	A10.15
Difficulty of obtaining cigarettes ^C	57	17	21	A10.16
Difficulty of obtaining vape products ^C	41	8	14	A10.16
Anti-Tobacco Policy				
School bans tobacco use and vaping	79	74	79	A10.17

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

[¶]Past 30 days.

^BGreat harm.

^CVery difficult.

Table A10.2***Lifetime Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	97	93	98
1 time	0	3	2
2 to 3 times	3	3	0
4 or more times	0	1	0
A whole cigarette			
0 times	100	95	100
1 time	0	1	0
2 to 3 times	0	3	0
4 or more times	0	1	0
Smokeless tobacco			
0 times	100	92	96
1 time	0	3	2
2 to 3 times	0	3	0
4 or more times	0	3	2
Vape products			
0 times	87	79	77
1 time	7	4	11
2 to 3 times	3	8	4
4 or more times	3	9	9
<i>Lifetime tobacco use</i>			
No	97	83	84
Yes	3	17	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.

Table A10.3
Substances Ever Vaped

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times	97	86	84
1 time	0	3	5
2 to 3 times	3	3	7
4 or more times	0	9	4
Vaped marijuana or THC			
0 times	97	91	89
1 time	3	3	5
2 to 3 times	0	1	2
4 or more times	0	5	4
Vaped other product			
0 times	87	91	93
1 time	7	3	4
2 to 3 times	3	1	0
4 or more times	3	5	4

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 6 %	Grade 7 %	Grade 8 %
Never vaped tobacco/nicotine or marijuana/THC	97	86	84
Vaped tobacco or nicotine only	0	5	5
Vaped marijuana or THC only	0	0	2
Vaped tobacco/nicotine and marijuana/THC	3	9	9

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 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any	3	3	0
Daily (20 or more days)	0	0	0
Smokeless tobacco			
Any	0	3	0
Daily (20 or more days)	0	0	0
Vape products			
Any	10	12	4
Daily (20 or more days)	0	3	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 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 days	100	96	98
1 or 2 days	0	3	0
3 to 9 days	0	0	0
10 to 19 days	0	0	2
20 to 30 days	0	1	0
Vaped marijuana or THC			
0 days	97	96	98
1 or 2 days	3	3	0
3 to 9 days	0	0	0
10 to 19 days	0	1	2
20 to 30 days	0	0	0
Vaped other product			
0 days	97	93	98
1 or 2 days	3	7	0
3 to 9 days	0	0	0
10 to 19 days	0	0	2
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 6 %	Grade 7 %	Grade 8 %
Did not vape tobacco/nicotine or marijuana/THC	97	96	98
Vaped tobacco or nicotine only	0	0	0
Vaped marijuana or THC only	3	0	0
Vaped tobacco/nicotine and marijuana/THC	0	4	2

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 6 %	Grade 7 %	Grade 8 %
No	97	96	98
Yes	3	4	2

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 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	100	99	100
1 or 2 days	0	1	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Smokeless tobacco			
0 days	100	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
Vape			
0 days	97	91	95
1 or 2 days	3	8	2
3 to 9 days	0	0	0
10 to 19 days	0	0	2
20 to 30 days	0	1	2

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 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 days	100	97	96
1 or 2 days	0	3	2
3 to 9 days	0	0	0
10 to 19 days	0	0	2
20 to 30 days	0	0	0
Vaped marijuana or THC			
0 days	100	99	96
1 or 2 days	0	1	2
3 to 9 days	0	0	2
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped other product			
0 days	100	97	96
1 or 2 days	0	3	4
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 6 %	Grade 7 %	Grade 8 %
Did not vape tobacco/nicotine or marijuana/THC	100	97	96
Vaped tobacco or nicotine only	0	1	0
Vaped marijuana or THC only	0	0	0
Vaped tobacco/nicotine and marijuana/THC	0	1	4

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 6 %	Grade 7 %	Grade 8 %
No	100	96	96
Yes	0	4	4

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

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

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

Table A10.13***Secondhand Smoke on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	93	96	96
1 day	7	3	2
2 days	0	1	0
3-9 days	0	0	0
10-19 days	0	0	0
20-30 days	0	0	2

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***Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	31	31	36
Moderate	17	16	35
Slight	24	15	9
None	28	39	20
Smoke 1 or more packs of cigarettes each day			
Great	46	41	59
Moderate	7	13	13
Slight	14	7	7
None	32	39	21

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 A10.15***Perceived Harm of Vaping Tobacco or Nicotine***

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	39	33	49
Moderate	14	17	18
Slight	14	9	13
None	32	40	20
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	43	45	71
Moderate	11	9	5
Slight	14	5	4
None	32	41	20

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 A10.16***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	57	17	21
Fairly difficult	4	7	12
Fairly easy	4	11	18
Very easy	11	12	5
Don't know	25	54	44
Vape products			
Very difficult	41	8	14
Fairly difficult	10	5	7
Fairly easy	17	16	18
Very easy	7	22	28
Don't know	24	49	33

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 A10.17***School Bans Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
No	7	7	9
Yes	79	74	79
Don't know	14	20	12

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 6 %	Grade 7 %	Grade 8 %
Never	62	59	54
1 day	14	7	18
2 days	14	5	4
3 days	0	4	7
4 days	0	1	4
5 days	10	24	14

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?

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

Table A11.2
Gang Involvement

	Grade 6 %	Grade 7 %	Grade 8 %
No	97	93	96
Yes	3	7	4

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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			52
Hispanic or Latino/a	61	48	42
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		32	
School Connectedness^{†ψ} (<i>Remote Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Academic Motivation[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			77
Hispanic or Latino/a	73	64	52
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			13
Hispanic or Latino/a	35	54	47
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
School is worthless and a waste of time[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			13
Hispanic or Latino/a	5	16	17
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current absenteeism (≥3 times)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			7
Hispanic or Latino/a	30	18	13
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		10	

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 6 %	Grade 7 %	Grade 8 %
Trouble focusing on schoolwork^σ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			47
Hispanic or Latino/a	30	50	40
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Caring adult relationships[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			64
Hispanic or Latino/a	57	47	38
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
High expectations[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			82
Hispanic or Latino/a	68	57	57
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

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

Table A12.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			47
Hispanic or Latino/a	39	29	28
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Facilities upkeep^σ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	65	52	47
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		40	
Promotion of parental involvement in school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			69
Hispanic or Latino/a	72	49	56
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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.

^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 A12.2
School Safety by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			67
Hispanic or Latino/a	68	60	57
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced harassment due to five reasons^{λ§}			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			47
Hispanic or Latino/a	42	33	23
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			47
Hispanic or Latino/a	42	41	37
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

^λThe 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 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	47	56	53
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Been afraid of being beaten up[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			14
Hispanic or Latino/a	21	35	24
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Been in a physical fight[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	26	27	20
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			33
Hispanic or Latino/a	16	31	21
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	21	41	48
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			13
Hispanic or Latino/a	10	12	10
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current tobacco use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	4	3
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			7
Hispanic or Latino/a	5	4	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			7
Hispanic or Latino/a	0	8	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Very drunk or “high” 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	6	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Been drunk or “high” on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	5	6	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			7
Hispanic or Latino/a	5	10	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current alcohol use at school[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	5	12	3
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	2	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current use of vape products[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	5	12	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	4	3
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	4	3
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

Table A12.5***Health Routines by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	65	48	30
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		70	
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			13
Hispanic or Latino/a	10	0	17
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		0	

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

¹*Today.*

Table A12.6**Remote Schooling by Race/Ethnicity (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Synchronous instruction (4 days or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Interest in schoolwork done from home^σ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]Past 30 days.

[¶]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

Table A12.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful opportunities^θ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			25
Hispanic or Latino/a	22	34	40
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	32	49	45
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			20
Hispanic or Latino/a	26	29	31
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

[§] Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			69
Hispanic or Latino/a	58	45	38
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Life satisfaction[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			68
Hispanic or Latino/a	71	50	41
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

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

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

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^o			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			104.0
Hispanic or Latino/a	103.4	94.6	94.0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

^oTo 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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Male	72	49	58
Female	53	41	33
Nonbinary			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Male			
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male	78	58	62
Female	65	64	58
Nonbinary			
Something else			
School is really boring[±]			
Male	17	59	34
Female	50	43	43
Nonbinary			
Something else			
School is worthless and a waste of time[±]			
Male	0	28	14
Female	8	5	10
Nonbinary			
Something else			

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

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

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

[±] *Rating of 7 or higher.*

Table A13.1
School Engagement and Supports by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current absenteeism (≥ 3 times)[¶]			
Male	22	18	9
Female	17	16	14
Nonbinary			
Something else			
Trouble focusing on schoolwork^σ			
Male	17	38	34
Female	33	46	43
Nonbinary			
Something else			
Caring adult relationships[‡]			
Male	65	48	44
Female	56	49	58
Nonbinary			
Something else			
High expectations[‡]			
Male	83	50	65
Female	54	70	75
Nonbinary			
Something else			
Meaningful participation[‡]			
Male	37	35	40
Female	45	25	33
Nonbinary			
Something else			

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

[¶]Past 30 days.

^σPercent 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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep^σ			
Male	67	48	43
Female	67	43	48
Nonbinary			
Something else			
Promotion of parental involvement in school[‡]			
Male	76	52	64
Female	69	46	52
Nonbinary			
Something else			

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

^σPercent 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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Male	94	69	66
Female	50	49	62
Nonbinary			
Something else			
Experienced harassment due to five reasons^{λ§}			
Male	19	28	17
Female	67	53	43
Nonbinary			
Something else			
Experienced any harassment or bullying[§]			
Male	19	36	29
Female	75	61	57
Nonbinary			
Something else			
Had mean rumors or lies spread about you[§]			
Male	35	42	34
Female	67	69	57
Nonbinary			
Something else			
Been afraid of being beaten up[§]			
Male	24	21	15
Female	17	44	19
Nonbinary			
Something else			

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

^λThe 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 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§]			
Male	29	33	31
Female	17	17	10
Nonbinary			
Something else			
Seen a weapon on campus[§]			
Male	12	26	23
Female	9	22	20
Nonbinary			
Something else			

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

Table A13.3
Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male	18	26	26
Female	42	47	55
Nonbinary			
Something else			

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

Table A13.4
Substance Use by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male	6	8	9
Female	8	11	10
Nonbinary			
Something else			
Current tobacco use[¶]			
Male	0	5	0
Female	8	3	5
Nonbinary			
Something else			
Current marijuana use[¶]			
Male	6	5	6
Female	0	3	5
Nonbinary			
Something else			
Current binge drinking[¶]			
Male	0	8	6
Female	0	5	5
Nonbinary			
Something else			
Very drunk or “high” 7 or more times, ever			
Male	0	5	3
Female	0	5	5
Nonbinary			
Something else			
Been drunk or “high” on drugs at school, ever			
Male	6	3	3
Female	0	5	5
Nonbinary			
Something else			

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Male	0	5	6
Female	8	11	5
Nonbinary			
Something else			
Current alcohol use at school[¶]			
Male	0	8	3
Female	8	8	0
Nonbinary			
Something else			
Current cigarette smoking[¶]			
Male	0	3	0
Female	8	3	0
Nonbinary			
Something else			
Current use of vape products[¶]			
Male	0	10	3
Female	25	14	5
Nonbinary			
Something else			
Current tobacco vaping[¶]			
Male	0	5	0
Female	0	3	5
Nonbinary			
Something else			
Current marijuana vaping[¶]			
Male	0	5	0
Female	8	3	5
Nonbinary			
Something else			

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

[¶]Past 30 days.

Table A13.5
Health Routines by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[†]			
Male	78	55	43
Female	50	49	29
Nonbinary			
Something else			
Bedtime (at 12 am or later)			
Male	6	3	11
Female	17	8	19
Nonbinary			
Something else			

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

[†]*Today.*

Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Male			
Female			
Nonbinary			
Something else			
Synchronous instruction (4 days or more)[¶]			
Male			
Female			
Nonbinary			
Something else			
Interest in schoolwork done from home^σ			
Male			
Female			
Nonbinary			
Something else			
Meaningful opportunities^θ			
Male			
Female			
Nonbinary			
Something else			

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

[¶]Past 30 days.

[¶]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A13.7
Social and Emotional Health by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Male	16	19	16
Female	53	44	52
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness[§]			
Male	6	23	26
Female	83	56	55
Nonbinary			
Something else			
Considered suicide[§]			
Male	6	8	9
Female	58	42	50
Nonbinary			
Something else			
Optimism[‡]			
Male	67	50	55
Female	36	41	47
Nonbinary			
Something else			
Life satisfaction[‡]			
Male	89	61	60
Female	54	45	43
Nonbinary			
Something else			

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

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

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

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

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^o			
Male	111.9	103.5	104.5
Female	91.2	91.3	90.3
Nonbinary			
Something else			

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

^oTo 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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Less than high school		56	43
High school graduate		64	58
Some college			
College degree		55	44
Don't know	65	32	
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Academic Motivation[†]			
Less than high school		57	56
High school graduate		80	56
Some college			
College degree		67	61
Don't know	71	53	
School is really boring[±]			
Less than high school		55	33
High school graduate		27	46
Some college			
College degree		50	31
Don't know	18	56	

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 6 %	Grade 7 %	Grade 8 %
School is worthless and a waste of time[±]			
Less than high school		0	0
High school graduate		9	8
Some college			
College degree		13	19
Don't know	6	22	
Current absenteeism (≥3 times)[¶]			
Less than high school		0	17
High school graduate		9	23
Some college			
College degree		18	0
Don't know	24	28	
Trouble focusing on schoolwork^σ			
Less than high school		45	25
High school graduate		45	38
Some college			
College degree		31	44
Don't know	18	47	
Caring adult relationships[‡]			
Less than high school		48	44
High school graduate		55	31
Some college			
College degree		67	65
Don't know	51	38	

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

[±]Rating of 7 or higher.

[¶]Past 30 days.

^σPercent 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 6 %	Grade 7 %	Grade 8 %
High expectations[‡]			
Less than high school		61	58
High school graduate		70	54
Some college			
College degree		67	88
Don't know	64	55	
Meaningful participation[‡]			
Less than high school		18	30
High school graduate		40	28
Some college			
College degree		46	45
Don't know	32	23	
Facilities upkeep^σ			
Less than high school		36	33
High school graduate		73	46
Some college			
College degree		53	44
Don't know	65	38	
Promotion of parental involvement in school[†]			
Less than high school		48	61
High school graduate		45	64
Some college			
College degree		71	52
Don't know	63	38	

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

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

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

[†] 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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Less than high school		55	42
High school graduate		82	69
Some college			
College degree		75	63
Don't know	82	47	
Experienced harassment due to five reasons^{λ§}			
Less than high school		45	33
High school graduate		45	0
Some college			
College degree		44	31
Don't know	38	35	
Experienced any harassment or bullying[§]			
Less than high school		45	42
High school graduate		55	23
Some college			
College degree		50	38
Don't know	38	48	
Had mean rumors or lies spread about you[§]			
Less than high school		82	50
High school graduate		60	38
Some college			
College degree		56	56
Don't know	29	48	

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

^λThe 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 6 %	Grade 7 %	Grade 8 %
Been afraid of being beaten up[§]			
Less than high school		45	18
High school graduate		73	23
Some college			
College degree		25	13
Don't know	24	19	
Been in a physical fight[§]			
Less than high school		36	17
High school graduate		36	8
Some college			
College degree		19	31
Don't know	12	23	
Seen a weapon on campus[§]			
Less than high school		45	17
High school graduate		27	23
Some college			
College degree		13	33
Don't know	12	19	

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

[§]Past 12 months.

Table A14.3***Cyberbullying by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Less than high school		55	50
High school graduate		27	38
Some college			
College degree		44	44
Don't know	12	32	

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

[§]Past 12 months.

Table A14.4***Substance Use by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Less than high school		27	8
High school graduate		0	0
Some college			
College degree		6	13
Don't know	6	6	
Current tobacco use[¶]			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	6
Don't know	0	6	
Current marijuana use[¶]			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	13
Don't know	0	6	
Current binge drinking[¶]			
Less than high school		9	0
High school graduate		0	0
Some college			
College degree		6	13
Don't know	0	6	

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or “high” 7 or more times, ever			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	6
Don’t know	0	9	
Been drunk or “high” on drugs at school, ever			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		0	6
Don’t know	0	9	
Current alcohol use[¶]			
Less than high school		27	0
High school graduate		0	0
Some college			
College degree		6	13
Don’t know	6	3	
Current alcohol use at school[¶]			
Less than high school		18	0
High school graduate		0	0
Some college			
College degree		0	0
Don’t know	6	9	

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current cigarette smoking[¶]			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	0
Don't know	0	3	
Current use of vape products[¶]			
Less than high school		18	0
High school graduate		18	0
Some college			
College degree		13	6
Don't know	12	9	
Current tobacco vaping[¶]			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	6
Don't know	0	6	
Current marijuana vaping[¶]			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	6
Don't know	0	6	

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

[¶]Past 30 days.

Table A14.5
Health Routines by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[†]			
Less than high school		45	25
High school graduate		45	31
Some college			
College degree		82	38
Don't know	65	38	
Bedtime (at 12 am or later)			
Less than high school		0	17
High school graduate		9	15
Some college			
College degree		6	19
Don't know	6	6	

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

[†]*Today.*

Table A14.6

Remote Schooling by Parental Education (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Less than high school		34	30
High school graduate		20	26
Some college			
College degree		15	38
Don't know	31	42	
Experienced chronic sadness/hopelessness[§]			
Less than high school		64	58
High school graduate		36	38
Some college			
College degree		31	31
Don't know	35	39	
Considered suicide[§]			
Less than high school		36	17
High school graduate		9	23
Some college			
College degree		19	31
Don't know	24	32	
Optimism[‡]			
Less than high school		43	44
High school graduate		36	54
Some college			
College degree		60	56
Don't know	51	42	

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 6 %	Grade 7 %	Grade 8 %
Life satisfaction[‡]			
Less than high school		28	33
High school graduate		68	67
Some college			
College degree		74	52
Don't know	79	44	
	Grade 6	Grade 7	Grade 8
California Student Wellness Index[°]			
Less than high school			95.0
High school graduate		102.5	101.8
Some college			
College degree		108.0	95.8
Don't know	104.9	91.5	

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.

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

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Not English learner	74	50	49
English learner		30	
Don't know			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Not English learner			
English learner			
Don't know			
Academic Motivation[†]			
Not English learner	83	59	60
English learner		56	
Don't know			
School is really boring[±]			
Not English learner	22	45	39
English learner		67	
Don't know			
School is worthless and a waste of time[±]			
Not English learner	0	16	13
English learner		28	
Don't know			
Current absenteeism (≥3 times)[¶]			
Not English learner	22	18	13
English learner		17	
Don't know			

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

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

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

[±] Rating of 7 or higher.

[¶] Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Trouble focusing on schoolwork^σ			
Not English learner	6	41	37
English learner		33	
Don't know			
Caring adult relationships[‡]			
Not English learner	67	54	49
English learner		31	
Don't know			
High expectations[‡]			
Not English learner	81	65	67
English learner		43	
Don't know			
Meaningful participation[‡]			
Not English learner	41	31	38
English learner		28	
Don't know			
Facilities upkeep^σ			
Not English learner	72	48	46
English learner		33	
Don't know			
Promotion of parental involvement in school[‡]			
Not English learner	80	49	58
English learner		35	
Don't know			

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

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

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

Table A15.2
School Safety by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Not English learner	88	61	61
English learner		56	
Don't know			
Experienced harassment due to five reasons^{λ§}			
Not English learner	31	38	22
English learner		44	
Don't know			
Experienced any harassment or bullying[§]			
Not English learner	31	46	35
English learner		56	
Don't know			
Had mean rumors or lies spread about you[§]			
Not English learner	35	48	46
English learner		65	
Don't know			
Been afraid of being beaten up[§]			
Not English learner	18	27	16
English learner		44	
Don't know			
Been in a physical fight[§]			
Not English learner	24	23	26
English learner		39	
Don't know			
Seen a weapon on campus[§]			
Not English learner	0	15	24
English learner		50	
Don't know			

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

^λThe 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 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not English learner	12	33	35
English learner		39	
Don't know			

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Not English learner	11	6	11
English learner		22	
Don't know			
Current alcohol or drug use[¶]			
Not English learner	0	2	2
English learner		11	
Don't know			
Current marijuana use[¶]			
Not English learner	6	2	7
English learner		11	
Don't know			
Current binge drinking[¶]			
Not English learner	0	4	7
English learner		17	
Don't know			
Very drunk or "high" 7 or more times, ever			
Not English learner	0	2	4
English learner		11	
Don't know			

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

[¶]Past 30 days.

Table A15.4
Substance Use by English Learner Status – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been drunk or “high” on drugs at school, ever			
Not English learner	6	0	4
English learner		11	
Don’t know			
Current alcohol use[¶]			
Not English learner	6	6	7
English learner		17	
Don’t know			
Current alcohol use at school[¶]			
Not English learner	0	6	2
English learner		17	
Don’t know			
Current cigarette smoking[¶]			
Not English learner	0	2	0
English learner		6	
Don’t know			
Current use of vape products[¶]			
Not English learner	6	6	4
English learner		33	
Don’t know			
Current tobacco vaping[¶]			
Not English learner	0	2	2
English learner		11	
Don’t know			
Current marijuana vaping[¶]			
Not English learner	0	2	2
English learner		11	
Don’t know			

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

[¶]Past 30 days.

Table A15.5
Health Routines by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[†]			
Not English learner	72	52	43
English learner		44	
Don't know			
Bedtime (at 12 am or later)			
Not English learner	6	6	15
English learner		6	
Don't know			

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

[†]*Today.*

Table A15.6

Remote Schooling by English Learner Status (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Not English learner			
English learner			
Don't know			
Synchronous instruction (4 days or more)[¶]			
Not English learner			
English learner			
Don't know			
Interest in schoolwork done from home^σ			
Not English learner			
English learner			
Don't know			
Meaningful opportunities^θ			
Not English learner			
English learner			
Don't know			

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

^σ*Percent of respondents reporting “Agree” or “Strongly agree.”*

^θ*Percent of respondents reporting “Pretty much true” or “Very much true.”*

Table A15.7
Social and Emotional Health by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Not English learner	24	27	27
English learner		32	
Don't know			
Experienced chronic sadness/hopelessness[§]			
Not English learner	29	35	39
English learner		44	
Don't know			
Considered suicide[§]			
Not English learner	18	15	24
English learner		39	
Don't know			
Optimism[‡]			
Not English learner	71	47	49
English learner		37	
Don't know			
Life satisfaction[¶]			
Not English learner	82	56	53
English learner		51	
Don't know			

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

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

[§]*Past 12 months.*

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

Table A15.7***Social and Emotional Health by English Learner Status – Continued***

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^o			
Not English learner	108.0	100.5	99.5
English learner		92.9	
Don't know			

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

^o*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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Not currently in English Learner Program	74	50	49
Less than 7 years (EL)		34	
7 years or more (LTEL)			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Academic Motivation[†]			
Not currently in English Learner Program	83	59	60
Less than 7 years (EL)		52	
7 years or more (LTEL)			
School is really boring[±]			
Not currently in English Learner Program	22	45	39
Less than 7 years (EL)		64	
7 years or more (LTEL)			
School is worthless and a waste of time[±]			
Not currently in English Learner Program	0	16	13
Less than 7 years (EL)		29	
7 years or more (LTEL)			
Current absenteeism (≥3 times)[¶]			
Not currently in English Learner Program	22	18	13
Less than 7 years (EL)		14	
7 years or more (LTEL)			

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

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

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

[±] Rating of 7 or higher.

[¶] Past 30 days.

Table A16.1***School Engagement and Supports by English Learner (EL) Program Duration – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Trouble focusing on schoolwork^σ			
Not currently in English Learner Program	6	41	37
Less than 7 years (EL)		43	
7 years or more (LTEL)			
Caring adult relationships[‡]			
Not currently in English Learner Program	67	54	49
Less than 7 years (EL)		36	
7 years or more (LTEL)			
High expectations[‡]			
Not currently in English Learner Program	81	65	67
Less than 7 years (EL)		43	
7 years or more (LTEL)			
Meaningful participation[‡]			
Not currently in English Learner Program	41	31	38
Less than 7 years (EL)		26	
7 years or more (LTEL)			
Facilities upkeep^σ			
Not currently in English Learner Program	72	48	46
Less than 7 years (EL)		36	
7 years or more (LTEL)			
Promotion of parental involvement in school[‡]			
Not currently in English Learner Program	80	49	58
Less than 7 years (EL)		36	
7 years or more (LTEL)			

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

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

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

Table A16.2***School Safety by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Not currently in English Learner Program	88	61	61
Less than 7 years (EL)		64	
7 years or more (LTEL)			
Experienced harassment due to five reasons^λ			
Not currently in English Learner Program	31	38	22
Less than 7 years (EL)		36	
7 years or more (LTEL)			
Experienced any harassment or bullying[§]			
Not currently in English Learner Program	31	46	35
Less than 7 years (EL)		50	
7 years or more (LTEL)			
Had mean rumors or lies spread about you[§]			
Not currently in English Learner Program	35	48	46
Less than 7 years (EL)		54	
7 years or more (LTEL)			
Been afraid of being beaten up[§]			
Not currently in English Learner Program	18	27	16
Less than 7 years (EL)		43	
7 years or more (LTEL)			
Been in a physical fight[§]			
Not currently in English Learner Program	24	23	26
Less than 7 years (EL)		43	
7 years or more (LTEL)			
Seen a weapon on campus[§]			
Not currently in English Learner Program	0	15	24
Less than 7 years (EL)		57	
7 years or more (LTEL)			

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

^λThe 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 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not currently in English Learner Program	12	33	35
Less than 7 years (EL)		43	
7 years or more (LTEL)			

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Not currently in English Learner Program	11	6	11
Less than 7 years (EL)		29	
7 years or more (LTEL)			
Current tobacco use[¶]			
Not currently in English Learner Program	0	2	2
Less than 7 years (EL)		14	
7 years or more (LTEL)			
Current marijuana use[¶]			
Not currently in English Learner Program	6	2	7
Less than 7 years (EL)		14	
7 years or more (LTEL)			
Current binge drinking[¶]			
Not currently in English Learner Program	0	4	7
Less than 7 years (EL)		21	
7 years or more (LTEL)			
Very drunk or “high” 7 or more times, ever			
Not currently in English Learner Program	0	2	4
Less than 7 years (EL)		14	
7 years or more (LTEL)			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Been drunk or “high” on drugs at school, ever			
Not currently in English Learner Program	6	0	4
Less than 7 years (EL)		14	
7 years or more (LTEL)			
Current alcohol use[¶]			
Not currently in English Learner Program	6	6	7
Less than 7 years (EL)		21	
7 years or more (LTEL)			
Current alcohol use at school[¶]			
Not currently in English Learner Program	0	6	2
Less than 7 years (EL)		21	
7 years or more (LTEL)			
Current cigarette smoking[¶]			
Not currently in English Learner Program	0	2	0
Less than 7 years (EL)		7	
7 years or more (LTEL)			
Current use of vape products[¶]			
Not currently in English Learner Program	6	6	4
Less than 7 years (EL)		36	
7 years or more (LTEL)			
Current tobacco vaping[¶]			
Not currently in English Learner Program	0	2	2
Less than 7 years (EL)		14	
7 years or more (LTEL)			
Current marijuana vaping[¶]			
Not currently in English Learner Program	0	2	2
Less than 7 years (EL)		14	
7 years or more (LTEL)			

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

[¶]Past 30 days.

Table A16.5***Health Routines by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[†]			
Not currently in English Learner Program	72	52	43
Less than 7 years (EL)		36	
7 years or more (LTEL)			
Bedtime (at 12 am or later)			
Not currently in English Learner Program	6	6	15
Less than 7 years (EL)		0	
7 years or more (LTEL)			

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

[†]*Today.*

Table A16.6

Remote Schooling by English Learner (EL) Program Duration (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Synchronous instruction (4 days or more)[‡]			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Interest in schoolwork done from home^σ			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Meaningful opportunities^θ			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			

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

[¶]*Past 30 days.*

[‡]*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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Not currently in English Learner Program	24	27	27
Less than 7 years (EL)		26	
7 years or more (LTEL)			
Experienced chronic sadness/hopelessness[§]			
Not currently in English Learner Program	29	35	39
Less than 7 years (EL)		43	
7 years or more (LTEL)			
Considered suicide[§]			
Not currently in English Learner Program	18	15	24
Less than 7 years (EL)		36	
7 years or more (LTEL)			
Optimism[‡]			
Not currently in English Learner Program	71	47	49
Less than 7 years (EL)		46	
7 years or more (LTEL)			
Life satisfaction[¶]			
Not currently in English Learner Program	82	56	53
Less than 7 years (EL)		56	
7 years or more (LTEL)			

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

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

[§]Past 12 months.

[¶]Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

Table A16.7***Social and Emotional Health by English Learner (EL) Program Duration – Continued***

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^o			
Not currently in English Learner Program	108.0	100.5	99.5
Less than 7 years (EL)		95.1	
7 years or more (LTEL)			

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

^oTo 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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
No IEP	74	50	48
IEP			
Don't know		42	
Prefer not to say			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
No IEP			
IEP			
Don't know			
Prefer not to say			
Academic Motivation[†]			
No IEP	79	64	60
IEP			
Don't know		63	
Prefer not to say			
School is really boring[±]			
No IEP	33	46	40
IEP			
Don't know		64	
Prefer not to say			
School is worthless and a waste of time[±]			
No IEP	5	11	11
IEP			
Don't know		23	
Prefer not to say			

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

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

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

[±] *Rating of 7 or higher.*

Table A17.1***School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Current absenteeism (≥ 3 times)[¶]			
No IEP	14	17	11
IEP			
Don't know		13	
Prefer not to say			
Trouble focusing on schoolwork^σ			
No IEP	24	37	44
IEP			
Don't know		41	
Prefer not to say			
Caring adult relationships[‡]			
No IEP	67	46	42
IEP			
Don't know		46	
Prefer not to say			
High expectations[‡]			
No IEP	71	59	65
IEP			
Don't know		61	
Prefer not to say			
Meaningful participation[‡]			
No IEP	50	29	36
IEP			
Don't know		34	
Prefer not to say			

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

[¶]Past 30 days.

^σPercent 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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep^σ			
No IEP	71	46	51
IEP			
Don't know		57	
Prefer not to say			
Promotion of parental involvement in school[†]			
No IEP	75	50	61
IEP			
Don't know		52	
Prefer not to say			

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

^σPercent 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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
No IEP	70	63	60
IEP			
Don't know		59	
Prefer not to say			
Experienced harassment due to five reasons^{λ§}			
No IEP	40	44	24
IEP			
Don't know		32	
Prefer not to say			
Experienced any harassment or bullying[§]			
No IEP	40	53	40
IEP			
Don't know		36	
Prefer not to say			
Had mean rumors or lies spread about you[§]			
No IEP	45	59	47
IEP			
Don't know		59	
Prefer not to say			
Been afraid of being beaten up[§]			
No IEP	15	33	20
IEP			
Don't know		32	
Prefer not to say			

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

^λThe 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 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§]			
No IEP	15	31	20
IEP			
Don't know		18	
Prefer not to say			
Seen a weapon on campus[§]			
No IEP	10	22	23
IEP			
Don't know		18	
Prefer not to say			

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

[§]Past 12 months.

Table A17.3***Cyberbullying by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
No IEP	25	42	36
IEP			
Don't know		32	
Prefer not to say			

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

[§]Past 12 months.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
No IEP	5	7	4
IEP			
Don't know		5	
Prefer not to say			
Current tobacco use[¶]			
No IEP	0	2	0
IEP			
Don't know		5	
Prefer not to say			
Current marijuana use[¶]			
No IEP	0	2	2
IEP			
Don't know		5	
Prefer not to say			
Current binge drinking[¶]			
No IEP	0	2	2
IEP			
Don't know		5	
Prefer not to say			
Very drunk or "high" 7 or more times, ever			
No IEP	0	4	2
IEP			
Don't know		5	
Prefer not to say			
Been drunk or "high" on drugs at school, ever			
No IEP	0	2	2
IEP			
Don't know		5	
Prefer not to say			

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

[¶]*Past 30 days.*

Table A17.4

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
No IEP	5	7	2
IEP			
Don't know		0	
Prefer not to say			
Current alcohol use at school[¶]			
No IEP	5	4	2
IEP			
Don't know		5	
Prefer not to say			
Current cigarette smoking[¶]			
No IEP	0	2	0
IEP			
Don't know		0	
Prefer not to say			
Current use of vape products[¶]			
No IEP	5	9	2
IEP			
Don't know		14	
Prefer not to say			
Current tobacco vaping[¶]			
No IEP	0	2	0
IEP			
Don't know		5	
Prefer not to say			
Current marijuana vaping[¶]			
No IEP	0	2	0
IEP			
Don't know		5	
Prefer not to say			

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

[¶]*Past 30 days.*

Table A17.5***Health Routines by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[†]			
No IEP	71	61	38
IEP			
Don't know		43	
Prefer not to say			
Bedtime (at 12 am or later)			
No IEP	10	9	16
IEP			
Don't know		0	
Prefer not to say			

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

[†]*Today.*

Table A17.6

Remote Schooling by Individualized Education Plan (IEP) Placement (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
No IEP			
IEP			
Don't know			
Prefer not to say			
Synchronous instruction (4 days or more)[¶]			
No IEP			
IEP			
Don't know			
Prefer not to say			
Interest in schoolwork done from home^σ			
No IEP			
IEP			
Don't know			
Prefer not to say			
Meaningful opportunities^θ			
No IEP			
IEP			
Don't know			
Prefer not to say			

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

[¶]Past 30 days.

[¶]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A17.7***Social and Emotional Health by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
No IEP	30	29	32
IEP			
Don't know		37	
Prefer not to say			
Experienced chronic sadness/hopelessness[§]			
No IEP	40	42	36
IEP			
Don't know		27	
Prefer not to say			
Considered suicide[§]			
No IEP	30	27	27
IEP			
Don't know		14	
Prefer not to say			
Optimism[‡]			
No IEP	58	53	49
IEP			
Don't know		29	
Prefer not to say			
Life satisfaction[‡]			
No IEP	72	57	55
IEP			
Don't know		45	
Prefer not to say			

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

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

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

Table A17.7***Social and Emotional Health by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^o			
No IEP	102.4	99.1	99.4
IEP			
Don't know		92.3	
Prefer not to say			

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

^oTo 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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Home with one or more parent or guardian	67	47	50
Foster home			
Homeless			
Other living arrangement		33	
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Academic Motivation[†]			
Home with one or more parent or guardian	76	59	62
Foster home			
Homeless			
Other living arrangement		73	
School is really boring[±]			
Home with one or more parent or guardian	31	51	36
Foster home			
Homeless			
Other living arrangement		58	
School is worthless and a waste of time[±]			
Home with one or more parent or guardian	4	16	13
Foster home			
Homeless			
Other living arrangement		25	

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 6 %	Grade 7 %	Grade 8 %
Current absenteeism (≥ 3 times)[¶]			
Home with one or more parent or guardian	23	16	9
Foster home			
Homeless			
Other living arrangement		25	
Trouble focusing on schoolwork^σ			
Home with one or more parent or guardian	23	41	38
Foster home			
Homeless			
Other living arrangement		42	
Caring adult relationships[‡]			
Home with one or more parent or guardian	61	50	48
Foster home			
Homeless			
Other living arrangement		39	
High expectations[‡]			
Home with one or more parent or guardian	75	60	68
Foster home			
Homeless			
Other living arrangement		58	
Meaningful participation[‡]			
Home with one or more parent or guardian	44	31	38
Foster home			
Homeless			
Other living arrangement		19	

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

[¶]Past 30 days.

^σPercent 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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep^σ			
Home with one or more parent or guardian	73	45	45
Foster home			
Homeless			
Other living arrangement		42	
Promotion of parental involvement in school[†]			
Home with one or more parent or guardian	76	49	59
Foster home			
Homeless			
Other living arrangement		53	

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

^σPercent 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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Home with one or more parent or guardian	76	62	65
Foster home			
Homeless			
Other living arrangement		50	
Experienced harassment due to five reasons^{λ§}			
Home with one or more parent or guardian	40	35	25
Foster home			
Homeless			
Other living arrangement		67	
Experienced any harassment or bullying[§]			
Home with one or more parent or guardian	44	42	38
Foster home			
Homeless			
Other living arrangement		83	
Had mean rumors or lies spread about you[§]			
Home with one or more parent or guardian	48	54	44
Foster home			
Homeless			
Other living arrangement		67	
Been afraid of being beaten up[§]			
Home with one or more parent or guardian	16	29	17
Foster home			
Homeless			
Other living arrangement		50	

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

^λThe 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 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§]			
Home with one or more parent or guardian	28	24	24
Foster home			
Homeless			
Other living arrangement		33	
Seen a weapon on campus[§]			
Home with one or more parent or guardian	13	23	22
Foster home			
Homeless			
Other living arrangement		33	

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

Table A18.3
Cyberbullying by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Home with one or more parent or guardian	28	34	37
Foster home			
Homeless			
Other living arrangement		50	

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

Table A18.4
Substance Use by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Home with one or more parent or guardian	8	10	9
Foster home			
Homeless			
Other living arrangement		8	
Current tobacco use[¶]			
Home with one or more parent or guardian	4	5	2
Foster home			
Homeless			
Other living arrangement		0	
Current marijuana use[¶]			
Home with one or more parent or guardian	4	5	5
Foster home			
Homeless			
Other living arrangement		0	
Current binge drinking[¶]			
Home with one or more parent or guardian	0	6	5
Foster home			
Homeless			
Other living arrangement		8	
Very drunk or “high” 7 or more times, ever			
Home with one or more parent or guardian	0	6	4
Foster home			
Homeless			
Other living arrangement		0	
Been drunk or “high” on drugs at school, ever			
Home with one or more parent or guardian	4	5	4
Foster home			
Homeless			
Other living arrangement		0	

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Home with one or more parent or guardian	4	8	5
Foster home			
Homeless			
Other living arrangement		8	
Current alcohol use at school[¶]			
Home with one or more parent or guardian	4	8	2
Foster home			
Homeless			
Other living arrangement		8	
Current cigarette smoking[¶]			
Home with one or more parent or guardian	4	3	0
Foster home			
Homeless			
Other living arrangement		0	
Current use of vape products[¶]			
Home with one or more parent or guardian	12	13	4
Foster home			
Homeless			
Other living arrangement		8	
Current tobacco vaping[¶]			
Home with one or more parent or guardian	0	5	2
Foster home			
Homeless			
Other living arrangement		0	
Current marijuana vaping[¶]			
Home with one or more parent or guardian	4	5	2
Foster home			
Homeless			
Other living arrangement		0	

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

[¶]Past 30 days.

Table A18.5
Health Routines by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[†]			
Home with one or more parent or guardian	69	50	38
Foster home			
Homeless			
Other living arrangement		67	
Bedtime (at 12 am or later)			
Home with one or more parent or guardian	12	5	13
Foster home			
Homeless			
Other living arrangement		8	

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

[†]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Synchronous instruction (4 days or more)[¶]			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Interest in schoolwork done from home^σ			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Meaningful opportunities^θ			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			

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

[¶]Past 30 days.

[¶]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A18.7
Social and Emotional Health by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Home with one or more parent or guardian	29	29	30
Foster home			
Homeless			
Other living arrangement		45	
Experienced chronic sadness/hopelessness[§]			
Home with one or more parent or guardian	36	39	37
Foster home			
Homeless			
Other living arrangement		42	
Considered suicide[§]			
Home with one or more parent or guardian	28	23	26
Foster home			
Homeless			
Other living arrangement		33	
Optimism[‡]			
Home with one or more parent or guardian	55	48	52
Foster home			
Homeless			
Other living arrangement		39	
Life satisfaction[‡]			
Home with one or more parent or guardian	75	55	55
Foster home			
Homeless			
Other living arrangement		50	

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 6	Grade 7	Grade 8
California Student Wellness Index^o			
Home with one or more parent or guardian	105.0	98.3	99.5
Foster home			
Homeless			
Other living arrangement		93.0	

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

^oTo 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 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Number of respondents	17	38	30

Note:

Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Alcohol Consumption Patterns				
Usually drank until felt it a lot	0	0	0	B.I.3.3
Driving under the influence experiences	19	32	41	B.I.3.4
Strong Personal Disapproval of AOD Use				
Having one or two drinks of any alcoholic beverage nearly every day	47	47	60	B.I.7.1
Trying marijuana once or twice	53	51	53	B.I.7.1
Using marijuana once a month or more	53	47	63	B.I.7.1

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

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1
Age of Onset – AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
Never	82	82	86
10 years or under	6	11	10
11-12 years old	12	8	3
13-14 years old	0	0	0
15-16 years old	0	0	0
17 years or older	0	0	0
Marijuana (smoke, vape, eat, or drink)			
Never	88	89	86
10 years or under	6	3	3
11-12 years old	6	8	10
13-14 years old	0	0	0
15-16 years old	0	0	0
17 years or older	0	0	0
Any other illegal drug or pill to get “high”			
Never	100	100	96
10 years or under	0	0	0
11-12 years old	0	0	4
13-14 years old	0	0	0
15-16 years old	0	0	0
17 years or older	0	0	0

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

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

Table B.I.3.2***Age of Onset – Tobacco Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoked part or all of a cigarette			
Never	94	97	100
10 years or under	0	0	0
11-12 years old	6	3	0
13-14 years old	0	0	0
15-16 years old	0	0	0
17 years or older	0	0	0
A vape product such as an e-cigarette, vape pen, or mod			
Never	88	84	79
10 years or under	0	8	0
11-12 years old	12	8	17
13-14 years old	0	0	3
15-16 years old	0	0	0
17 years or older	0	0	0

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.3.3***Usual Alcohol Consumption Level***

	Grade 6 %	Grade 7 %	Grade 8 %
I don't drink alcohol	71	92	97
Just enough to feel it a little	29	8	3
Enough to feel it moderately	0	0	0
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.3.4
Driving Under the Influence Experiences, Lifetime

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been using alcohol or drugs			
Never	81	68	59
1 time	13	11	14
2 times	0	3	3
3 to 6 times	0	8	10
7 or more times	6	11	14

Question MS B.I.25: During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

4. Reasons for and Consequences of AOD Consumption

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

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	81	89	93
To experiment (try using)	6	3	0
To get high	0	5	3
To have a good time with friends	0	3	0
To fit in with a group you like	0	0	0
Because of boredom	0	5	0
To relax	0	0	0
To get away from problems	6	0	0
Because of anger or frustration	6	3	0
To get through the day	6	3	0
Because it made you feel better	0	3	0
To seek deeper insights and understanding	0	3	3
None of the above	13	14	7

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.

5. Supports to Reduce AOD Use

Table B.I.5.1

Talked with Parent About AOD Use, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	71	79	43
Yes	29	21	57

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 6 %	Grade 7 %	Grade 8 %
At school	7	8	0
At parties	0	11	21
At concerts or other social events	0	0	7
At their own home	7	11	21
From adults at friends' homes	0	11	10
From friends or another teenager	0	11	24
Get adults to buy it for them	0	3	14
Buy it themselves from a store	7	5	10
At bars, clubs, or gambling casinos	0	0	3
Other	0	11	14
Don't know	93	79	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 6 %	Grade 7 %	Grade 8 %
At school	0	5	10
At parties	7	3	7
At concerts or other social events	0	0	3
At their own home	7	5	10
From an adult acquaintance	7	5	10
From friends or another teenager	7	8	20
Buy it at a marijuana dispensary	0	3	3
At bars or clubs	0	0	0
Other	0	11	3
Don't know	87	84	70

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 6 %	Grade 7 %	Grade 8 %
Having one or two drinks of any alcoholic beverage nearly every day			
Neither approve nor disapprove	53	34	33
Somewhat disapprove	0	18	7
Strongly disapprove	47	47	60
Trying marijuana once or twice			
Neither approve nor disapprove	47	43	37
Somewhat disapprove	0	5	10
Strongly disapprove	53	51	53
Using marijuana once a month or more regularly			
Neither approve nor disapprove	47	45	33
Somewhat disapprove	0	8	3
Strongly disapprove	53	47	63

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 6 %	Grade 7 %	Grade 8 %
Take one or two drinks of alcohol nearly every day			
Very wrong	88	89	96
Wrong	0	3	0
A little wrong	6	5	0
Not at all wrong	6	3	4
Smoke tobacco			
Very wrong	88	95	96
Wrong	0	0	0
A little wrong	0	3	0
Not at all wrong	13	3	4
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong	88	92	96
Wrong	0	0	0
A little wrong	0	5	0
Not at all wrong	13	3	4
Use marijuana (smoke, vape, eat, or drink)			
Very wrong	88	95	96
Wrong	0	0	0
A little wrong	0	3	0
Not at all wrong	13	3	4
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	88	95	96
Wrong	0	0	0
A little wrong	0	3	0
Not at all wrong	13	3	4

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 6 %	Grade 7 %	Grade 8 %
Take one or two drinks of alcohol nearly every day			
Very wrong	64	71	72
Wrong	14	16	14
A little wrong	7	8	10
Not at all wrong	14	5	3
Smoke tobacco			
Very wrong	71	74	72
Wrong	14	13	21
A little wrong	0	5	3
Not at all wrong	14	8	3
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong	71	61	72
Wrong	7	16	17
A little wrong	7	8	10
Not at all wrong	14	16	0
Use marijuana (smoke, vape, eat, or drink)			
Very wrong	79	74	79
Wrong	7	11	10
A little wrong	0	11	7
Not at all wrong	14	5	3
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	64	74	79
Wrong	21	11	10
A little wrong	0	8	7
Not at all wrong	14	8	3

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 6 %	Grade 7 %	Grade 8 %
No	65	42	23
Yes	35	58	77

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 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Number of respondents	12	35	26

Note:

Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Behavioral Health Protective Factors				
Emotional safety at school [†]	54	41	44	B.II.3.2
School co-regulation supports [†]	61	46	32	B.II.3.3
Home adult co-regulation supports [†]	67	49	59	B.II.3.4
Peer co-regulation supports [†]	78	53	67	B.II.3.5
Resilience Assets				
Emotion regulation ^â	33	27	33	B.II.4.1
Student Wellness				
Responses to trauma ^{ê¶}	27	32	21	B.II.5.1
Potential Post-Traumatic Stress [¶]		44	33	B.II.5.2
Stress associated health symptoms [*]	18	26	11	B.II.5.3
Loneliness ^ê	29	52	42	B.II.5.4
Self-harm [§]	27	29	24	B.II.5.8
Fasting for 12 hours or more	30	38	29	B.II.5.7
Trouble sleeping (daily)	25	29	24	B.II.5.1
Mental Health Supports				
Wanted to get mental health services [§]	17	24	13	B.II.6.4
Received mental health services [§]	25	15	8	B.II.6.4
Barriers to receiving services (3 or more)	36	22	9	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..

^ê 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 6 %	Grade 7 %	Grade 8 %
<i>How safe do you feel...</i>			
at home or the place where you live?			
Very safe	50	51	48
Safe	25	29	28
Neither safe nor unsafe	17	17	24
Unsafe	8	3	0
Very unsafe	0	0	0
in the neighborhood where you live?			
Very safe	50	35	32
Safe	17	24	28
Neither safe nor unsafe	0	32	32
Unsafe	25	6	8
Very unsafe	8	3	0

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 6 %	Grade 7 %	Grade 8 %
Emotional safety at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	41	44
<i>At my school,...</i>			
I feel socially accepted.			
Not at all true	8	15	19
A little true	42	35	27
Pretty much true	17	35	31
Very much true	33	15	23
I feel that I matter to others.			
Not at all true	8	32	27
A little true	33	35	38
Pretty much true	25	21	15
Very much true	33	12	19

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 6 %	Grade 7 %	Grade 8 %
School co-regulation supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	46	32
<i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i>			
Not at all true	0	26	62
A little true	33	23	8
Pretty much true	33	34	12
Very much true	33	17	19
<i>would be helpful to me if I came to school upset.</i>			
Not at all true	8	35	58
A little true	42	24	15
Pretty much true	25	26	8
Very much true	25	15	19
<i>makes me feel good about myself.</i>			
Not at all true	8	35	46
A little true	25	18	15
Pretty much true	25	32	15
Very much true	42	15	23

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 6 %	Grade 7 %	Grade 8 %
Home adult co-regulation supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	49	59
<i>In my home, there is a parent or some other adult who... talks with me about my problems.</i>			
Not at all true	25	33	27
A little true	17	15	19
Pretty much true	17	24	27
Very much true	42	27	27
helps me when I am upset.			
Not at all true	17	28	31
A little true	17	28	12
Pretty much true	17	13	23
Very much true	50	31	35
makes me feel good about myself.			
Not at all true	17	30	20
A little true	8	18	12
Pretty much true	25	18	36
Very much true	50	33	32

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 6 %	Grade 7 %	Grade 8 %
Peer co-regulation supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	53	67
<i>I have a friend my age who...</i>			
talks with me about my problems.			
Not at all true	0	29	23
A little true	25	24	12
Pretty much true	17	21	27
Very much true	58	26	38
helps me when I am upset.			
Not at all true	0	29	15
A little true	25	18	19
Pretty much true	8	15	27
Very much true	67	38	38
makes me feel good about myself.			
Not at all true	0	21	8
A little true	17	21	23
Pretty much true	25	18	31
Very much true	58	41	38

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 6 %	Grade 7 %	Grade 8 %
Emotion regulation			
<i>Average reporting the top two response categories^â</i>	33	27	33
When everybody around you gets angry, how relaxed can you stay?			
Not relaxed at all	42	36	32
Slightly relaxed	25	18	24
Somewhat relaxed	17	24	28
Quite relaxed	17	12	8
Extremely relaxed	0	9	8
How often are you able to control your emotions when you need to?			
Almost never	17	12	0
Once in a while	17	24	25
Sometimes	8	33	13
Frequently	33	9	29
Almost always	25	21	33
When things go wrong for you, how calm are you able to remain?			
Not calm at all	17	27	8
Slightly calm	33	21	20
Somewhat calm	25	21	48
Quite calm	8	21	20
Extremely calm	17	9	4

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 6 %	Grade 7 %	Grade 8 %
Responses to trauma			
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	27	32	21
<i>During the past 30 days,...</i>			
I got upset easily or got into arguments or physical fights.			
Never	50	56	72
1-3 times a month	17	18	28
1-2 times a week	8	6	0
2-3 times a week	17	9	0
Almost every day	8	12	0
I had trouble concentrating or paying attention.			
Never	50	32	44
1-3 times a month	8	21	8
1-2 times a week	8	9	16
2-3 times a week	8	12	12
Almost every day	25	26	20
I had trouble feeling happiness or love.			
Never	58	55	68
1-3 times a month	0	6	4
1-2 times a week	17	12	8
2-3 times a week	0	0	8
Almost every day	25	27	12

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 6 %	Grade 7 %	Grade 8 %
During the past 30 days,...			
I felt alone even when I was around other people.			
Never	58	41	60
1-3 times a month	0	9	8
1-2 times a week	17	12	8
2-3 times a week	0	9	8
Almost every day	25	29	16
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.			
Never	67	47	44
1-3 times a month	0	6	16
1-2 times a week	8	12	12
2-3 times a week	0	6	4
Almost every day	25	29	24

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 6 %	Grade 7 %	Grade 8 %
Minimal PTS Symptoms		19	44
Mild PTS Symptoms		37	22
Potential PTS		44	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 6 %	Grade 7 %	Grade 8 %
Stress associated health symptoms			
<i>Average reporting “A lot” or “A whole lot”</i>	18	26	11
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>			
Stomachaches			
Not at all	33	44	57
A little	33	16	9
Some	17	13	22
A lot	0	13	9
A whole lot	17	16	4
Headaches			
Not at all	33	27	48
A little	17	21	26
Some	25	18	9
A lot	8	12	13
A whole lot	17	21	4
Pains in your lower back			
Not at all	67	39	54
A little	17	24	21
Some	8	12	17
A lot	0	9	4
A whole lot	8	15	4

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 6 %	Grade 7 %	Grade 8 %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>			
Feeling faint or dizzy			
Not at all	42	36	57
A little	8	27	13
Some	33	18	13
A lot	0	3	9
A whole lot	17	15	9
Heart beating too fast (even when you are not exercising)			
Not at all	50	48	83
A little	8	21	13
Some	17	6	4
A lot	17	3	0
A whole lot	8	21	0

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 6 %	Grade 7 %	Grade 8 %
Loneliness			
<i>Average reporting “Sometimes” or “Often”</i>	29	52	42
How often do you feel lonely?			
Never	50	24	25
Rarely	8	24	29
Sometimes	17	15	13
Often	25	36	33
How often do you feel that you are no longer close to anyone?			
Never	67	35	40
Rarely	17	12	20
Sometimes	8	18	12
Often	8	35	28

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 6 %	Grade 7 %	Grade 8 %
Very dissatisfied	17	27	24
Dissatisfied	8	18	24
Neither dissatisfied nor satisfied	50	18	8
Satisfied	17	27	28
Very satisfied	8	9	16

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 6 %	Grade 7 %	Grade 8 %
Which of the following are you trying to do about your weight?			
Lose weight	83	73	56
Gain weight	8	9	8
Stay the same weight	8	12	12
I am not trying to do anything about my weight	0	6	24

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 6 %	Grade 7 %	Grade 8 %
During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:			
Exercise			
No	10	15	29
Yes	90	85	71
Eat less food, fewer calories, or foods low in fat			
No	40	31	35
Yes	60	69	65
Go without eating for 12 hours or more			
No	70	62	71
Yes	30	38	29
Take diet pills, powders, or liquids without a doctor's advice			
No	100	85	100
Yes	0	15	0
Vomit or take laxatives			
No	90	81	94
Yes	10	19	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 6 %	Grade 7 %	Grade 8 %
0 times	73	71	76
1 time	0	9	4
2 or 3 times	9	15	12
4 or 5 times	0	0	4
6 or more times	18	6	4

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 6 %	Grade 7 %	Grade 8 %
No	67	64	87
Yes	8	21	9
I don't know	25	15	4

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 6 %	Grade 7 %	Grade 8 %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>			
talk to a teacher or another adult from your school?	33	23	26
talk to your parents or someone else in your family?	58	26	48
get help from a counselor or therapist?	25	13	17
talk to your friends?	75	55	57
be afraid to get help?	17	19	22
not know what to do?	33	39	22

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 6 %	Grade 7 %	Grade 8 %
<i>If someone my age felt very sad, stressed, lonely, or depressed,...</i>			
 <i>talking to an adult could help them feel better.</i>			
Strongly disagree	17	25	17
Disagree	0	28	13
Agree	75	31	46
Strongly agree	8	16	25
<i>kids at my school would be nice to them.</i>			
Strongly disagree	8	13	13
Disagree	0	29	25
Agree	83	42	46
Strongly agree	8	16	17

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 6 %	Grade 7 %	Grade 8 %
<i>In the past year,...</i>			
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?			
No	75	67	78
Yes	17	24	13
I don't know	8	9	9
did you get help from a counselor or therapist when you needed it?			
Does not apply, I didn't need help	67	58	67
No, I didn't get help when I needed it	8	27	25
Yes, I got help when I needed it	25	15	8
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]			
Nowhere			
At school (in person, by phone, or online)			
From a counselor or therapist not from my school (in person, by phone, or online)			
Somewhere else			
I don't know			

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 6 %	Grade 7 %	Grade 8 %
I would not know where to go for help	36	22	13
There isn't anyone I can talk to	27	16	9
They wouldn't understand	36	22	17
People would think there's something wrong with me	36	19	9
My parents might find out	27	19	13
Other students might find out	27	22	4
I wouldn't have a way to pay for it	27	13	9
I wouldn't want to talk to a counselor or therapist	45	16	17
Other reasons	27	22	17
Does not apply, none of these things would stop you from talking to a counselor or therapist.	27	28	39
<i>Three or more barriers</i>	36	22	9

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 6 %	Grade 7 %	Grade 8 %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.			
Strongly disagree	8	19	26
Disagree	33	22	30
Agree	42	44	30
Strongly agree	17	16	13
People at my school talk openly about mental health.			
Strongly disagree	8	22	33
Disagree	42	31	29
Agree	17	28	25
Strongly agree	33	19	13
My school encourages students to take care of their mental health.			
Strongly disagree	0	13	21
Disagree	25	22	13
Agree	42	34	42
Strongly agree	33	31	25

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.

Resilience & Youth Development Module

1. Module Sample

Table L1.1

Student Sample for Resilience & Youth Development Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	61	88	83
Final number	28	66	51
Response Rate	46%	75%	61%

2. Summary of Key Indicators

Table L2.1

Key Indicators of Resilience & Youth Development

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total Environmental Assets	61	56	65	
School Supports	55	43	52	L3.1
Peer Supports	70	64	77	L3.1
Home Supports	73	60	69	L3.1
Community Supports	59	54	62	L3.1
Internal Assets	66	54	72	L8.1
Collaboration	63	48	65	L8.2
Cooperation and communication	65	42	65	L8.3
Self-efficacy	65	46	68	L8.4
Empathy	67	58	64	L8.5
Problem solving	56	46	59	L8.6
Self-awareness	62	52	67	L8.7
Goals and aspirations	72	68	81	L8.8
Educational goals	79	69	83	L8.9

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

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

Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

3. Total Environmental Assets

Table L3.1

Total Environmental Assets and Subscales

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Supports	55	43	52	
Caring adults in school	58	45	51	L4.1
High expectations-adults in school	70	56	68	L4.2
Meaningful participation at school	37	29	38	L4.3
Peer Supports	70	64	77	
Caring peer relationships	67	61	75	L5.1
High expectations-prosocial peers	75	68	80	L5.2
Home Supports	73	60	69	
Caring adult relationships	71	55	64	L6.1
High expectations-adults at home	88	73	83	L6.2
Meaningful participation at home	63	50	61	L6.3
Community Supports	59	54	62	
Caring adult relationships	61	54	60	L7.1
High expectations-adults in community	58	57	66	L7.2
Meaningful participation	58	51	58	L7.3

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

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

Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

Table L3.2

Total Caring Relationships, High Expectations, and Meaningful Participation

	Grade 6 %	Grade 7 %	Grade 8 %
Total Caring Relationships	59	55	62
Total High Expectations	70	65	74
Total Opportunities for Meaningful Participation	49	44	52

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

Scales includes measures of school protective factors from the Core Module, as well as peer, home, and community protective factors.

Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

4. School Environment

Table L4.1

Caring Relationships Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	58	45	51
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>			
Not at all true	15	11	16
A little true	37	39	26
Pretty much true	26	27	38
Very much true	22	23	20
<i>who notices when I’m not there.</i>			
Not at all true	15	20	26
A little true	37	39	24
Pretty much true	26	23	24
Very much true	22	18	26
<i>who listens to me when I have something to say.</i>			
Not at all true	11	28	16
A little true	14	28	37
Pretty much true	36	29	29
Very much true	39	15	18

Question HS/MS A.44, 47, 50: At my school, there is a teacher or some other adult... 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 L4.2***High Expectations Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	70	56	68
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>			
Not at all true	11	14	14
A little true	21	31	24
Pretty much true	39	37	35
Very much true	29	18	27
<i>who always wants me to do my best.</i>			
Not at all true	7	6	4
A little true	19	33	22
Pretty much true	37	36	35
Very much true	37	24	39
<i>who believes that I will be a success.</i>			
Not at all true	7	12	12
A little true	25	36	22
Pretty much true	39	23	35
Very much true	29	29	31

Question HS/MS A.45, 48, 51: At my school, there is a teacher or some other adult... 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 L4.3
Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	37	29	38
At school...			
I do interesting activities.			
Not at all true	11	12	14
A little true	21	35	34
Pretty much true	39	36	38
Very much true	29	17	14
I help decide things like class activities or rules.			
Not at all true	39	43	35
A little true	32	31	31
Pretty much true	14	18	22
Very much true	14	8	12
I do things that make a difference.			
Not at all true	33	39	29
A little true	33	36	35
Pretty much true	19	17	22
Very much true	15	8	14
I have a say in how things work.			
Not at all true	31	41	39
A little true	35	38	27
Pretty much true	19	12	22
Very much true	15	9	12
I help decide school activities or rules.			
Not at all true	52	59	45
A little true	30	18	20
Pretty much true	11	17	20
Very much true	7	6	16

Question HS/MS A.52-56: At school... 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.

5. Peer Environment

Table L5.1
Caring Peer Relationships Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Caring peer relationships			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	67	61	75
<i>I have a friend about my own age... who really cares about me.</i>			
Not at all true	12	15	8
A little true	19	20	20
Pretty much true	23	26	22
Very much true	46	39	51
<i>who talks with me about my problems.</i>			
Not at all true	19	26	12
A little true	19	18	12
Pretty much true	23	18	25
Very much true	38	38	51
<i>who helps me when I’m having a hard time.</i>			
Not at all true	12	21	12
A little true	19	18	12
Pretty much true	23	26	24
Very much true	46	34	53

Question HS/MS L.24-26: I have a friend about my own age... who really cares about me... who talks with me about my problems... who helps me when I’m having a hard time.

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

Table L5.2
Peer High Expectations Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-prosocial peers			
<i>Average Reporting “Pretty much true” or “Very much true”^D</i>	75	68	80
My friends... get into a lot of trouble.^Γ			
Not at all true	32	35	51
A little true	44	44	37
Pretty much true	12	8	6
Very much true	12	13	6
try to do what is right.			
Not at all true	0	11	4
A little true	32	25	18
Pretty much true	32	30	41
Very much true	36	33	37
do well in school.			
Not at all true	4	13	6
A little true	16	27	22
Pretty much true	40	29	37
Very much true	40	32	35

Question HS/MS L.27-29: My friends... get into a lot of trouble... try to do what is right... do well in school.

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

^D*Response option “Not at all true” or “A little true” was reported for the reverse-coded item.*

^Γ*Survey question was reverse-coded in computing the scale score.*

6. Home Environment

Table L6.1

Home Caring Adult Relationships Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adult relationships			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	71	55	64
<i>In my home, there is a parent or some other adult... who is interested in my schoolwork.</i>			
Not at all true	8	16	10
A little true	20	24	20
Pretty much true	16	34	34
Very much true	56	26	36
<i>who talks with me about my problems.</i>			
Not at all true	20	24	18
A little true	8	24	18
Pretty much true	36	26	26
Very much true	36	26	38
<i>who listens to me when I have something to say.</i>			
Not at all true	16	18	16
A little true	16	27	26
Pretty much true	28	23	20
Very much true	40	32	38

Question HS/MS L.31, 33, 35: In my home, there is a parent or some other adult... who is interested in my schoolwork... who talks with me about my problems... who listens to me when I have something to say.

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

Table L6.2***Home High Expectations Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults at home			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	88	73	83
<i>In my home, there is a parent or some other adult... who expects me to follow the rules.</i>			
Not at all true	4	10	6
A little true	8	15	10
Pretty much true	32	37	32
Very much true	56	39	52
<i>who believes that I will be a success.</i>			
Not at all true	0	10	4
A little true	12	21	12
Pretty much true	20	29	29
Very much true	68	40	55
<i>who always wants me to do my best.</i>			
Not at all true	4	6	2
A little true	8	19	16
Pretty much true	20	26	22
Very much true	68	48	60

Question HS/MS L.30, 32, 34: In my home, there is a parent or some other adult... who expects me to follow the rules... who believes that I will be a success... who always wants me to do my best.

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

Table L6.3***Home Meaningful Participation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at home			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	63	50	61
<i>At home...</i>			
I do fun things or go fun places with my parents or other adults.			
Not at all true	13	15	10
A little true	13	28	24
Pretty much true	33	21	32
Very much true	42	36	34
I do things that make a difference.			
Not at all true	17	16	10
A little true	29	38	32
Pretty much true	25	25	24
Very much true	29	21	34
I help make decisions with my family.			
Not at all true	25	21	18
A little true	17	31	24
Pretty much true	25	25	26
Very much true	33	23	32

Question HS/MS L.36-38: At home, ... I do fun things or go fun places with my parents or other adults... I do things that make a difference... I help make decisions with my family.

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

7. Community Environment

Table L7.1

Community Caring Adult Relationships Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adult relationships			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	61	54	60
<i>Outside of my home and school, there is an adult... who really cares about me.</i>			
Not at all true	13	10	29
A little true	26	33	10
Pretty much true	30	15	23
Very much true	30	42	38
<i>who notices when I am upset about something.</i>			
Not at all true	22	18	35
A little true	26	28	8
Pretty much true	13	22	21
Very much true	39	32	35
<i>whom I trust.</i>			
Not at all true	22	14	23
A little true	9	34	13
Pretty much true	26	14	25
Very much true	43	39	40

Question HS/MS L.39, 41, 44: Outside of my home and school, there is an adult... who really cares about me... who notices when I am upset about something... whom I trust.

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

Table L7.2**Community High Expectations Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in community			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	58	57	66
Outside of my home and school, there is an adult... who tells me when I do a good job.			
Not at all true	22	17	23
A little true	30	31	19
Pretty much true	17	21	21
Very much true	30	31	38
who believes that I will be a success.			
Not at all true	13	12	23
A little true	26	28	10
Pretty much true	13	20	17
Very much true	48	40	50
who always wants me to do my best.			
Not at all true	13	12	21
A little true	22	32	6
Pretty much true	17	15	21
Very much true	48	42	52

Question HS/MS L.40, 42, 43: Outside of my home and school, there is an adult... who tells me when I do a good job... who believes that I will be a success... who always wants me to do my best.

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

Table L7.3**Community Meaningful Participation Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	58	51	58
Outside of my home and school,...			
I am part of clubs, sports teams, church/temple, or other group activities.			
Not at all true	30	22	29
A little true	17	32	19
Pretty much true	17	10	23
Very much true	35	37	29
I am involved in music, art, literature, sports, or a hobby.			
Not at all true	22	22	27
A little true	22	24	13
Pretty much true	22	20	25
Very much true	35	34	35
I help other people.			
Not at all true	5	12	19
A little true	32	37	19
Pretty much true	23	22	27
Very much true	41	30	35

Question HS/MS L.45-47: Outside of my home and school,... I am part of clubs, sports teams, church/temple, or other group activities... I am involved in music, art, literature, sports, or a hobby... I help other people.

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

8. Internal Assets

Table L8.1

Internal Assets and Subscales

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Internal Assets	66	54	72	
Collaboration	63	48	65	L8.2
Cooperation and communication	65	42	65	L8.3
Self-efficacy	65	46	68	L8.4
Empathy	67	58	64	L8.5
Problem solving	56	46	59	L8.6
Self-awareness	62	52	67	L8.7
Goals and aspirations	72	68	81	L8.8
Educational goals	79	69	83	L8.9

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

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

Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”

Table L8.2
Collaboration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Collaboration			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	63	48	65
I listen to other students’ ideas.			
Not at all true	4	17	12
A little true	35	35	27
Pretty much true	26	23	27
Very much true	35	25	35
I enjoy working together with other students on class activities.			
Not at all true	4	15	16
A little true	33	43	20
Pretty much true	21	16	29
Very much true	42	26	35
When I work in school groups, I do my fair share.			
Not at all true	4	11	8
A little true	33	36	20
Pretty much true	21	25	29
Very much true	42	28	43

Question HS/MS L.12, 16, 17: How true do you feel these statements are about you personally?... I listen to other students’ ideas... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share.

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

Table L8.3***Cooperation and Communication Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Cooperation and communication			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	65	42	65
I can work with someone who has different opinions than mine.			
Not at all true	0	13	8
A little true	38	43	25
Pretty much true	33	23	33
Very much true	29	20	33
I stand up for myself without putting others down.			
Not at all true	8	20	17
A little true	25	38	21
Pretty much true	29	20	29
Very much true	38	22	33

Question HS/MS L.10, 18: How true do you feel these statements are about you personally?... I can work with someone who has different opinions than mine... I stand up for myself without putting others down.

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

Table L8.4
Self-Efficacy Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Self-efficacy			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	65	46	68
I can work out my problems.			
Not at all true	8	18	13
A little true	25	46	21
Pretty much true	21	16	26
Very much true	46	20	40
I can do most things if I try.			
Not at all true	4	15	6
A little true	29	33	21
Pretty much true	25	28	35
Very much true	42	25	38
There are many things that I do well.			
Not at all true	8	17	8
A little true	29	35	27
Pretty much true	17	23	27
Very much true	46	25	38

Question HS/MS L.7, 9, 11: How true do you feel these statements are about you personally?... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table L8.5***Empathy Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Empathy			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	67	58	64
I feel bad when someone gets their feelings hurt.			
Not at all true	0	11	20
A little true	38	30	16
Pretty much true	17	23	22
Very much true	46	36	41
I try to understand what other people go through.			
Not at all true	0	10	14
A little true	33	26	22
Pretty much true	25	28	24
Very much true	42	36	39
I try to understand how other people feel and think.			
Not at all true	4	15	13
A little true	25	33	23
Pretty much true	33	25	25
Very much true	38	27	40

Question HS/MS L.13, 14, 19: How true do you feel these statements are about you personally?... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table L8.6***Problem Solving Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Problem solving			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	56	46	59
I know where to go for help with a problem.			
Not at all true	21	18	26
A little true	25	27	16
Pretty much true	8	20	16
Very much true	46	35	42
I try to work out problems by talking or writing about them.			
Not at all true	8	23	36
A little true	42	31	12
Pretty much true	8	20	12
Very much true	42	26	40
When I need help, I find someone to talk with.			
Not at all true	13	20	24
A little true	30	38	18
Pretty much true	22	13	20
Very much true	35	30	37
I trust my ability to solve difficult problems.			
Not at all true	8	15	6
A little true	29	48	27
Pretty much true	21	18	31
Very much true	42	20	37

Question HS/MS L.5, 6, 15, 20: How true do you feel these statements are about you personally?... I know where to go for help with a problem... I try to work out problems by talking or writing about them... When I need help, I find someone to talk with... I trust my ability to solve difficult problems.

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

Table L8.7***Self-Awareness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Self-awareness			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	62	52	67
There is a purpose to my life.			
Not at all true	14	13	12
A little true	36	33	14
Pretty much true	14	25	22
Very much true	36	30	51
I understand my moods and feelings.			
Not at all true	4	13	14
A little true	33	34	22
Pretty much true	21	25	24
Very much true	42	28	39
I understand why I do what I do.			
Not at all true	4	15	10
A little true	25	34	24
Pretty much true	21	25	24
Very much true	50	26	41

Question HS/MS L.21-23: How true do you feel these statements are about you personally?... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table L8.8
Goals and Aspirations Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Goals and aspirations			
<i>Average Reporting “Pretty much true” or “Very much true”^D</i>	72	68	81
I have high goals and expectations for myself.			
Not at all true	13	21	10
A little true	29	25	14
Pretty much true	13	21	18
Very much true	46	33	58
I am looking forward to a successful career.			
Not at all true	0	6	10
A little true	17	19	6
Pretty much true	25	17	14
Very much true	58	57	70
I don’t expect very much of myself in the future^Γ			
Not at all true	42	37	63
A little true	33	39	21
Pretty much true	4	12	2
Very much true	21	12	15

Question HS/MS L.1, 4, 8: How true do you feel these statements are about you personally?... I have high goals and expectations for myself... I am looking forward to a successful career... I don’t expect very much of myself in the future.

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

^D*Response option “Not at all true” or “A little true” was reported for the reverse-coded item.*

^Γ*Survey question was reverse-coded in computing the scale score.*

Table L8.9***Educational Goals Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Educational goals			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	79	69	83
I plan to graduate from high school.			
Not at all true	0	8	8
A little true	17	18	6
Pretty much true	17	29	16
Very much true	67	45	70
I plan to go to college or some other school after high school.			
Not at all true	4	14	10
A little true	21	21	10
Pretty much true	17	19	22
Very much true	58	46	58

Question HS/MS L.2, 3: How true do you feel these statements are about you personally?... I plan to graduate from high school... I plan to go to college or some other school after high school.

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

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	61	88	83
Final number	28	71	53
Response Rate	46%	81%	64%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Covitality[†]	58	47	59	
Belief in self [†]	59	42	55	P2.2
Belief in others [†]	66	52	63	P2.2
Emotional competence [†]	62	43	63	P2.2
Engaged living [†]	52	47	59	P2.2
Growth mindset[‡]	60	76	66	P7.1
Goals[†]	77	62	72	P8.1
Collaboration[†]	63	42	60	P9.1
Problem solving[†]	52	27	46	P10.1

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.

[‡]Average percent of respondents reporting “A little true” or “Not at all true” across survey questions that comprise the scale.

Table P2.2***Covitality Domains and Subdomains***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Belief in self	59	42	55	
Self-efficacy	58	48	65	P3.1
Self-awareness	58	48	58	P3.2
Persistence	60	31	41	P3.3
Belief in others	66	52	63	
School supports	73	53	61	P4.1
Family connectedness	61	49	60	P4.2
Peer supports	67	54	65	P4.3
Emotional competence	62	43	63	
Emotional regulation	67	44	62	P5.1
Empathy	68	48	63	P5.2
Behavioral self-control	50	36	63	P5.3
Engaged living	52	47	59	
Optimism	52	47	52	P6.1
Gratitude	53	51	64	P6.2
Zest	57	44	60	P6.3

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.

Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

3. Belief in Self

Table P3.1
Self-Efficacy Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Self-efficacy			
<i>Average reporting “Pretty much true” or “Very much true”</i>	58	48	65
I can work out my problems.			
Not at all true	4	12	12
A little true	41	41	27
Pretty much true	19	32	35
Very much true	37	15	27
I can do most things if I try.			
Not at all true	11	13	12
A little true	30	40	17
Pretty much true	30	30	35
Very much true	30	17	37
There are many things that I do well.			
Not at all true	8	19	12
A little true	35	31	24
Pretty much true	27	34	27
Very much true	31	16	37

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table P3.2***Self-Awareness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Self-awareness			
<i>Average reporting “Pretty much true” or “Very much true”</i>	58	48	58
There is a purpose to my life.			
Not at all true	15	19	13
A little true	35	34	19
Pretty much true	12	18	25
Very much true	38	29	42
I understand my moods and feelings.			
Not at all true	7	16	15
A little true	37	33	35
Pretty much true	19	33	23
Very much true	37	19	27
I understand why I do what I do.			
Not at all true	11	19	17
A little true	22	38	25
Pretty much true	22	21	25
Very much true	44	22	33

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table P3.3***Persistence Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Persistence			
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	31	41
When I do not understand something, I ask the teacher again and again until I understand.			
Not at all true	11	33	29
A little true	22	36	24
Pretty much true	30	17	22
Very much true	37	13	25
I try to answer all the questions asked in class.			
Not at all true	15	28	34
A little true	26	40	30
Pretty much true	44	16	8
Very much true	15	16	28
When I try to solve a math problem, I will not stop until I find a final solution.			
Not at all true	7	29	28
A little true	37	40	30
Pretty much true	22	20	18
Very much true	33	11	24

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table P4.1
School Supports Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	53	61
<i>There is a teacher or some other adult from my school... who always wants me to do my best.</i>			
Not at all true	7	7	6
A little true	19	31	21
Pretty much true	37	36	36
Very much true	37	26	38
<i>who listens to me when I have something to say.</i>			
Not at all true	11	29	19
A little true	14	26	36
Pretty much true	36	29	28
Very much true	39	16	17
<i>who believes that I will be a success.</i>			
Not at all true	7	13	15
A little true	25	34	21
Pretty much true	39	21	34
Very much true	29	31	30

Question HS/MS A.51, 53, 54: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table P4.2
Family Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Family connectedness			
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	49	60
My family members really help and support one another.			
Not at all true	16	18	15
A little true	16	32	23
Pretty much true	28	20	27
Very much true	40	29	35
There is a feeling of togetherness in my family.			
Not at all true	16	17	17
A little true	28	37	23
Pretty much true	24	17	21
Very much true	32	29	40
My family really gets along well with each other.			
Not at all true	13	15	17
A little true	25	37	25
Pretty much true	33	23	19
Very much true	29	26	40

Question HS/MS P.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table P4.3***Peer Supports Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Peer supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	54	65
I have a friend my age who really cares about me.			
Not at all true	12	17	15
A little true	16	29	19
Pretty much true	28	15	19
Very much true	44	38	48
I have a friend my age who talks with me about my problems.			
Not at all true	16	23	21
A little true	24	22	17
Pretty much true	16	19	15
Very much true	44	36	48
I have a friend my age who helps me when I’m having a hard time.			
Not at all true	12	22	21
A little true	20	25	15
Pretty much true	16	19	13
Very much true	52	34	52

Question HS/MS P.41-43: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

5. Emotional Competence

Table P5.1
Emotional Regulation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Emotional Regulation			
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	44	62
I accept responsibility for my actions.			
Not at all true	0	19	13
A little true	19	35	19
Pretty much true	38	21	30
Very much true	42	25	38
When I make a mistake I admit it.			
Not at all true	11	19	12
A little true	30	41	36
Pretty much true	30	21	20
Very much true	30	19	32
I can deal with being told no.			
Not at all true	4	17	10
A little true	33	35	22
Pretty much true	26	26	24
Very much true	37	22	44

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table P5.2***Empathy Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Empathy			
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	48	63
I feel bad when someone gets their feelings hurt.			
Not at all true	0	20	18
A little true	37	30	20
Pretty much true	15	23	22
Very much true	48	26	40
I try to understand what other people go through.			
Not at all true	0	23	14
A little true	30	28	24
Pretty much true	22	23	26
Very much true	48	26	36
I try to understand how other people feel and think.			
Not at all true	0	22	12
A little true	27	33	22
Pretty much true	19	26	32
Very much true	54	19	34

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table P5.3***Behavioral Self-Control Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Behavioral self-control			
<i>Average reporting “Pretty much true” or “Very much true”</i>	50	36	63
I can wait for what I want.			
Not at all true	0	22	14
A little true	30	40	14
Pretty much true	30	16	29
Very much true	41	22	43
I don’t bother others when they are busy.			
Not at all true	12	17	12
A little true	54	45	24
Pretty much true	8	22	32
Very much true	27	16	32
I think before I act.			
Not at all true	19	26	24
A little true	38	42	22
Pretty much true	19	13	28
Very much true	23	19	26

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don't bother others when they are busy... I think before I act.

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

6. Engaged Living

Table P6.1
Optimism Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	52	47	52
Each day I look forward to having a lot of fun.			
Not at all true	18	19	17
A little true	32	26	26
Pretty much true	21	40	34
Very much true	29	16	23
I usually expect to have a good day.			
Not at all true	14	29	23
A little true	36	30	26
Pretty much true	29	24	32
Very much true	21	17	19
Overall, I expect more good things to happen to me than bad things.			
Not at all true	18	27	26
A little true	25	29	26
Pretty much true	25	21	26
Very much true	32	23	21

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 P6.2**Gratitude Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
Gratitude			
<i>Average reporting “Pretty much true” or “Very much true”</i>	53	51	64
On most days I feel grateful.			
Not at all true	12	19	14
A little true	32	29	22
Pretty much true	20	29	30
Very much true	36	22	34
On most days I feel thankful.			
Not at all true	8	18	12
A little true	32	28	22
Pretty much true	20	29	30
Very much true	40	25	36
On most days I feel appreciative.			
Not at all true	20	22	14
A little true	36	29	24
Pretty much true	16	26	26
Very much true	28	22	36

Question HS/MS P.32-34: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table P6.3
Zest Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Zest			
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	44	60
On most days I feel energetic.			
Not at all true	20	15	22
A little true	28	39	18
Pretty much true	16	25	20
Very much true	36	21	40
On most days I feel active.			
Not at all true	16	21	22
A little true	20	32	18
Pretty much true	24	26	16
Very much true	40	21	43
On most days I feel enthusiastic.			
Not at all true	20	19	24
A little true	24	43	16
Pretty much true	24	22	24
Very much true	32	16	36

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Growth Mindset

Table P7.1

Growth Mindset Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Growth mindset[†]			
<i>Average reporting “A little true” or “Not at all true”</i>	60	76	66
My intelligence is something I cannot change very much.			
Not at all true	30	37	40
A little true	22	34	15
Pretty much true	22	16	27
Very much true	26	13	17
Challenging myself will not make me any smarter.			
Not at all true	38	41	50
A little true	35	41	26
Pretty much true	0	9	14
Very much true	27	10	10
There are some things I am not capable of learning.			
Not at all true	12	33	27
A little true	32	41	31
Pretty much true	24	16	21
Very much true	32	10	21
If I am not naturally smart in a subject, I will never do well in it.			
Not at all true	28	43	50
A little true	40	35	27
Pretty much true	16	16	8
Very much true	16	6	15

Question HS/MS P.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[†]*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

8. Goals

Table P8.1
Goals Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Goals			
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	62	72
I am looking forward to a successful career.			
Not at all true	0	15	12
A little true	19	29	14
Pretty much true	26	21	16
Very much true	56	35	58
I have high goals and expectations for myself.			
Not at all true	4	22	14
A little true	30	28	20
Pretty much true	22	22	14
Very much true	44	29	52
I don’t expect very much of myself in the future.[†]			
Not at all true	44	44	66
A little true	36	34	13
Pretty much true	8	15	9
Very much true	12	7	13

Question HS/MS P.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

[†]*Survey question was reverse-coded in computing the scale score.*

9. Collaboration

Table P9.1
Collaboration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Collaboration			
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	42	60
I enjoy working together with other students on class activities.			
Not at all true	7	23	16
A little true	30	37	24
Pretty much true	19	23	29
Very much true	44	17	31
When I work in school groups, I do my fair share.			
Not at all true	4	19	12
A little true	27	36	16
Pretty much true	23	26	32
Very much true	46	19	40
I like to listen to other students’ ideas in class.			
Not at all true	4	28	15
A little true	40	32	38
Pretty much true	20	28	21
Very much true	36	13	27

Question HS/MS P.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

10. Problem Solving

Table P10.1
Problem Solving Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Problem solving			
<i>Average reporting “Pretty much true” or “Very much true”</i>	52	27	46
When I need help I find someone to talk with.			
Not at all true	11	38	30
A little true	26	35	32
Pretty much true	26	13	12
Very much true	37	14	26
I try to work out my problems by talking or writing about them.			
Not at all true	16	46	40
A little true	48	30	17
Pretty much true	16	13	17
Very much true	20	10	27
I trust my ability to solve difficult problems.			
Not at all true	12	29	16
A little true	28	40	28
Pretty much true	24	19	30
Very much true	36	12	26

Question HS/MS P.17, 26, 30: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Appendix

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 youth¹⁷ 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/](https://www.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}

				School Boredom								
				School is really boring								
				Low Boredom			Moderate Boredom			High Boredom		
				0 Disagree	1	2	3	4	5	6	7	8
Value of School	School is worthless, a waste of time	High Value	0	1 Optimal			2			3		
			1	High Value–Low Boredom			High Value–Moderate Boredom			High Value–High Boredom		
			2	Students did not think school was boring and valued school highly			Students valued school highly with moderate-level school boredom			Students indicated school was very boring, yet they valued it highly		
		Moderate Value	3	4 Moderate Value–Low Boredom			5			6		
			4				Moderate Value–Moderate Boredom			Moderate Value–High Boredom		
			5				Students with moderate-level school boredom and school value			Students indicated school was very boring, and valued it at a moderate level		
		Low Value	6	7 Low Value–Low Boredom			8			9 Suboptimal		
			7				Low Value–Moderate Boredom					
			8				Only a low percentage of students’ responses place them in groups 4, 7, and 8.					
			9									Low Value–High Boredom
10 Agree	Students indicated school was very boring, and valued it at a very low level											

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

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

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

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

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