

2023-2024
School Boredom Report

California District

What are School Boredom Profiles?

Student experiences with boredom can be categorized into distinct profiles. These profiles provide important information that can be used by school staff to address students’ academic, social, and emotional needs.

The California Healthy Kids Survey (CHKS) includes two questions that ask how often students feel bored at school and how much they value their education. Combined, these two survey questions are used to identify School Boredom Profiles.^{1,2,3}

Student responses to the boredom and school-value questions are grouped into low, moderate, and high ranges, as shown in the chart below.

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

1 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%20a%20Boredom-JPSP..pdf>

2 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

3 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_#/

What does School Boredom Profiles data tell us?

Secondary students commonly experience boredom, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or a pervasive response to school activities. Frequent boredom is related to poor educational and mental health outcomes.

Students with high levels of 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 boredom and high school value may be experiencing episodic or task-specific boredom. These students need different kinds of support than students who exhibit the suboptimal pattern (see footnotes 1, 2, and 3 on page 1).

The CHKS report includes the percentage of students who fall into each of these categories. This information helps district and school staff track how students are experiencing boredom so that they can tailor the support to meet students' specific needs.

What is Included in the Report?

The CHKS School Boredom Report presents the percentages of students categorized into six of the nine School Boredom Profiles groups, broken down by grade level. The report does not include data on three specific groups: those with moderate school value and low boredom, those with low school value and low boredom, and those with low school value and moderate boredom. These groups are omitted because there are very few students who fall into these three categories.

District School Boredom Profiles—2023-2024

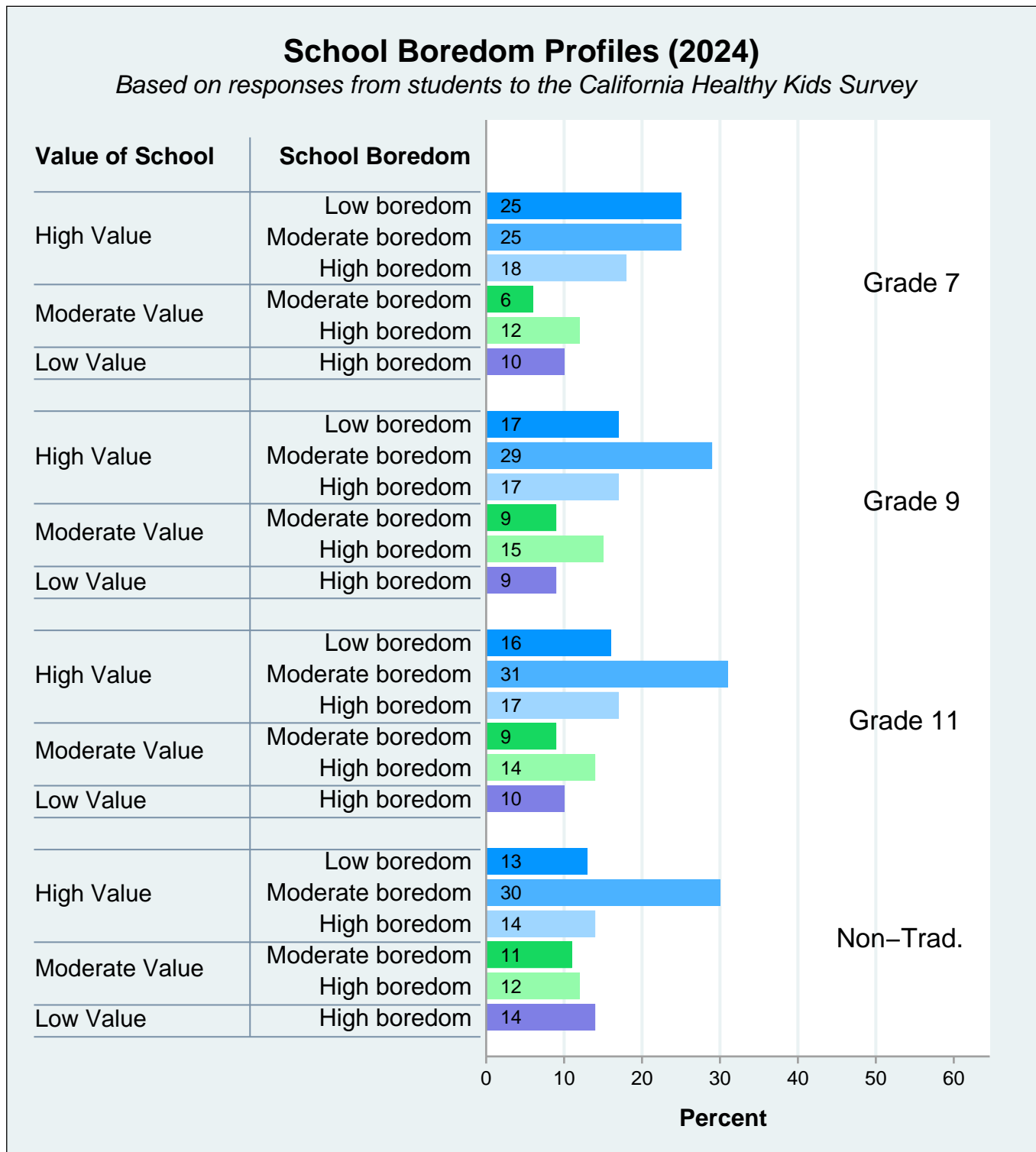
District: California District

Date Prepared: 30 Apr 2024

No. of Schools/Eligible: 6/6 (Grade 7), 5/5 (Grade 9), 5/5 (Grade 11), 3/3 (Non-Trad.)

Number of Responses: 1,455 (Grade 7), 1,445 (Grade 9), 1,327 (Grade 11), 141 (Non-Trad.)

Response Rate: 87% (Grade 7), 86% (Grade 9), 82% (Grade 11), 67% (Non-Trad.)



District School Boredom Profiles (Grade 7)—2023-2024

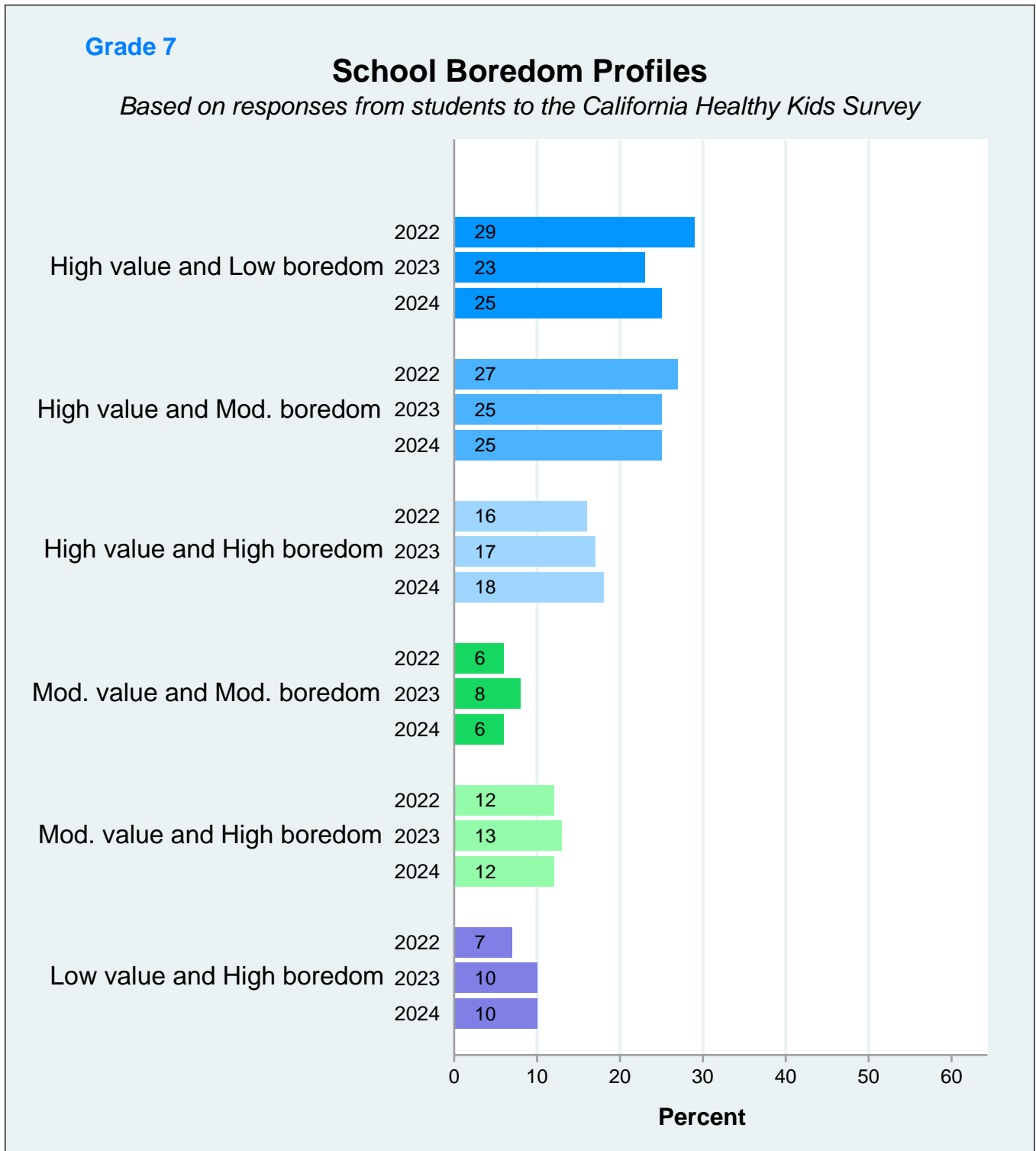
District: California District

Date Prepared: 30 Apr 2024

No. of Schools/Eligible: 6/6 (2022), 4/6 (2023), 6/6 (2024)

Number of Responses: 1,298 (2022), 1,349 (2023), 1,455 (2024)

Response Rate: 87% (2022), 84% (2023), 87% (2024)



District School Boredom Profiles (Grade 9)—2023-2024

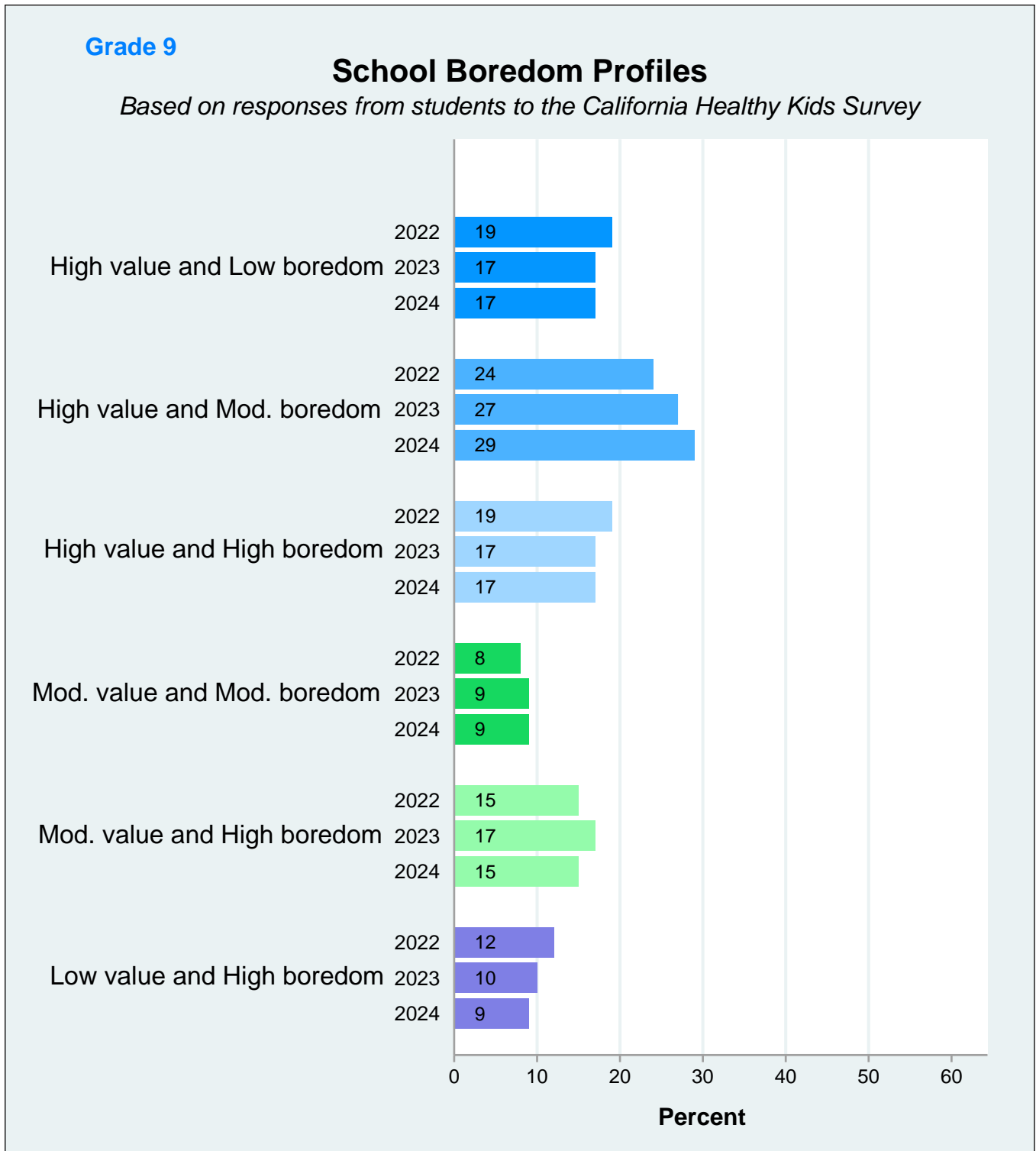
District: California District

Date Prepared: 30 Apr 2024

No. of Schools/Eligible: 5/5 (2022), 4/4 (2023), 5/5 (2024)

Number of Responses: 1,389 (2022), 1,347 (2023), 1,445 (2024)

Response Rate: 84% (2022), 64% (2023), 86% (2024)



District School Boredom Profiles (Grade 11)—2023-2024

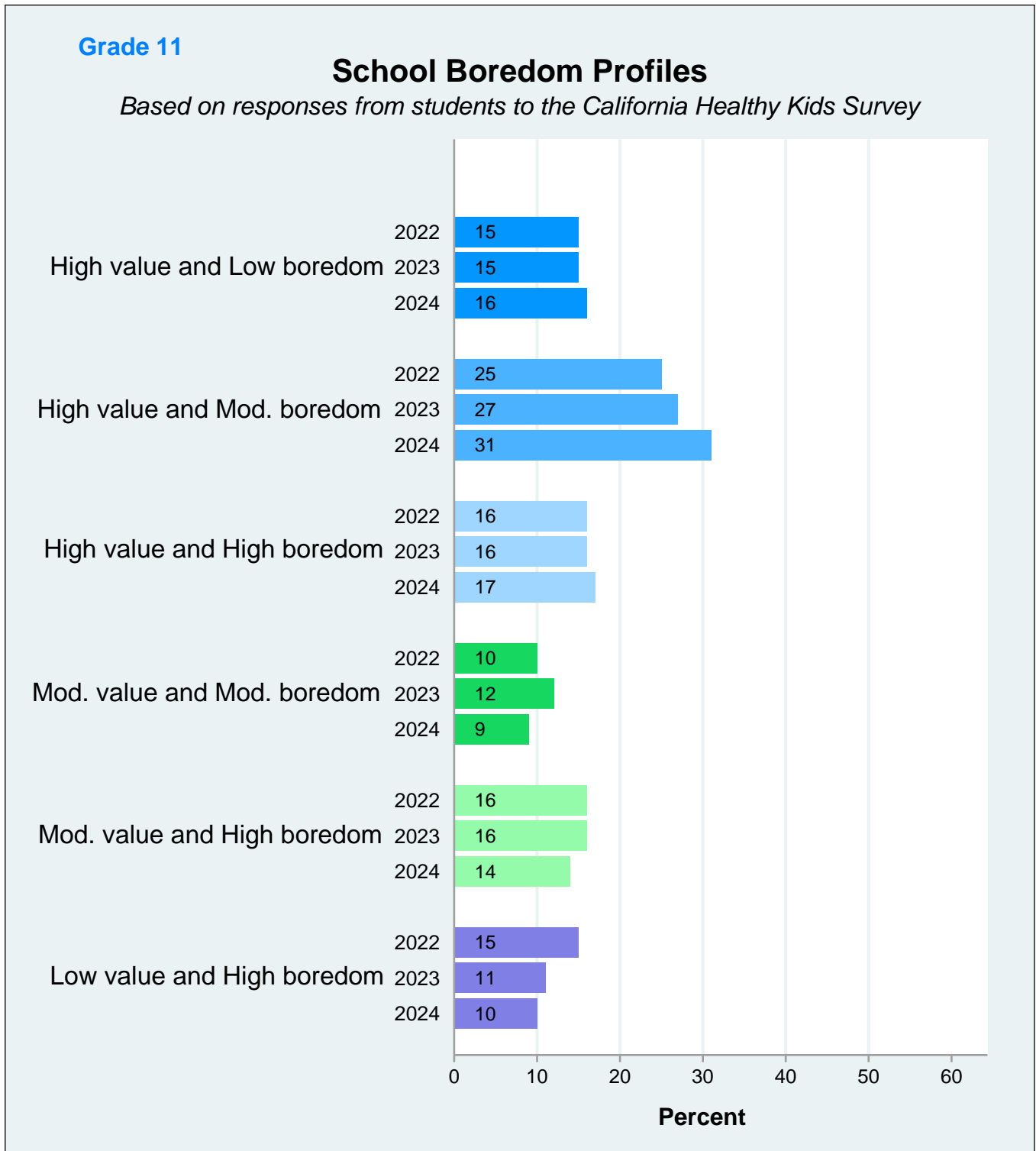
District: California District

Date Prepared: 30 Apr 2024

No. of Schools/Eligible: 4/5 (2022), 4/5 (2023), 5/5 (2024)

Number of Responses: 1,219 (2022), 1,293 (2023), 1,327 (2024)

Response Rate: 80% (2022), 76% (2023), 82% (2024)



District School Boredom Profiles (Non-Trad.)—2023-2024

District: California District

Date Prepared: 30 Apr 2024

No. of Schools/Eligible: 3/3 (2022), 3/3 (2023), 3/3 (2024)

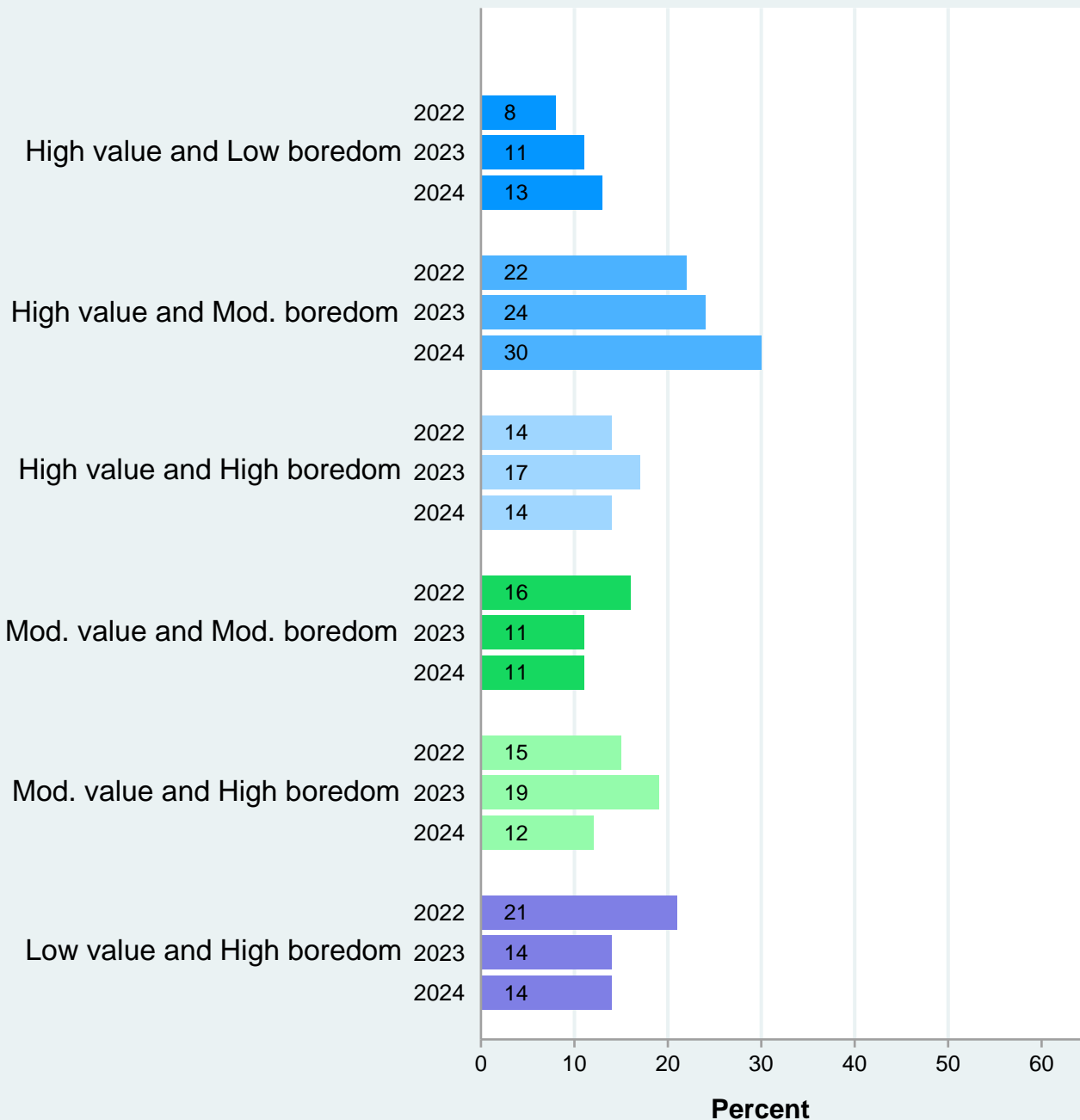
Number of Responses: 110 (2022), 121 (2023), 141 (2024)

Response Rate: 89% (2022), 59% (2023), 67% (2024)

Non-Traditional

School Boredom Profiles

Based on responses from students to the California Healthy Kids Survey



District School Boredom Profiles—2023-2024

District: California District

Date Prepared: 30 Apr 2024

Trends in School Boredom Profiles by Grade

	2022 (%)	2023 (%)	2024 (%)
Grade 7			
High value and Low boredom (Optimal)	29	23	25
High value and Moderate boredom	27	25	25
High value and High boredom	16	17	18
Moderate value and Moderate boredom	6	8	6
Moderate value and High boredom	12	13	12
Low value and High boredom (Suboptimal)	7	10	10
Grade 9			
High value and Low boredom (Optimal)	19	17	17
High value and Moderate boredom	24	27	29
High value and High boredom	19	17	17
Moderate value and Moderate boredom	8	9	9
Moderate value and High boredom	15	17	15
Low value and High boredom (Suboptimal)	12	10	9
Grade 11			
High value and Low boredom (Optimal)	15	15	16
High value and Moderate boredom	25	27	31
High value and High boredom	16	16	17
Moderate value and Moderate boredom	10	12	9
Moderate value and High boredom	16	16	14
Low value and High boredom (Suboptimal)	15	11	10

Note: An em dash (—) is displayed if there are no data or insufficient responses.

District School Boredom Profiles—2023-2024

District: California District

Date Prepared: 30 Apr 2024

Trends in School Boredom Profiles by Grade—Continued

	2022 (%)	2023 (%)	2024 (%)
Non-Traditional			
High value and Low boredom (Optimal)	8	11	13
High value and Moderate boredom	22	24	30
High value and High boredom	14	17	14
Moderate value and Moderate boredom	16	11	11
Moderate value and High boredom	15	19	12
Low value and High boredom (Suboptimal)	21	14	14

Note: An em dash (—) is displayed if there are no data or insufficient responses.

How are School Boredom Profiles measured?

The survey questions used to create the School Boredom Profile indicators are listed below.

(1) School Boredom (1 item)

- o How strongly do you agree or disagree with the following statements?... School is really boring.

(2) Value of School (1 item)

- o How strongly do you agree or disagree with the following statements?... School is worthless and a waste of time.

Results are based on responses from students in grades 7, 9, and 11 and those attending non-traditional (Non-Trad.) schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools.

Results are not included if less than 50% of students or less than 15 respondents per grade provided data at the school or district.

Further information about the school boredom profile groups can be obtained by contacting Cindy Zheng at czheng@wested.org. For additional resources about school boredom, see calschls.org/resources/california-student-mental-health-and-wellness-project/#the_importance_of_school_boredom